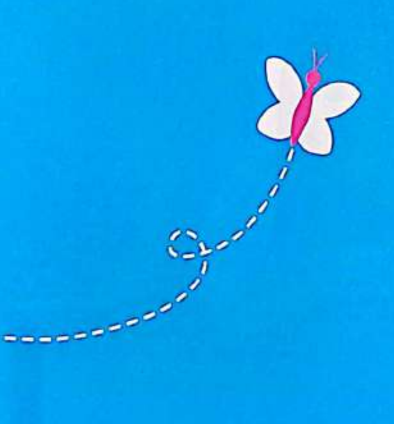

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Application
FIRST TERM
3rd PRIMARY
MULTIDISCIPLINARY
DISCOVER
2025
By A Group of Supervisors

CONTENTS

THEME 1

Who Am I ?

Living Healthy



CHAPTER ONE

Making A Stronger Me



Learning outcomes

By the end of this chapter, your child will be able to :

- Analyze text to determine the meaning of the term life skills.
- Identify specific skills according to prior knowledge.
- Self-assess early understanding of life skills.
- Share strategies used for critical thinking.
- Solve riddles and explain strategies used to solve them.
- Communicate information with others in oral and written forms.
- Collaborate to create a class pledge.

Key vocabulary

- Life skills
- Problem-solving
- Empathy
- Pledge
- Collaboration
- Self-management
- Decision-making
- Communication
- Critical thinking
- Strategy

Lesson 1

Life Skills

Activity 1 Read and learn.





Collaboration

Sharing and working together.



Communication

Speaking clearly and listening to each other.



Self-management

Setting goals and planning how to achieve them.

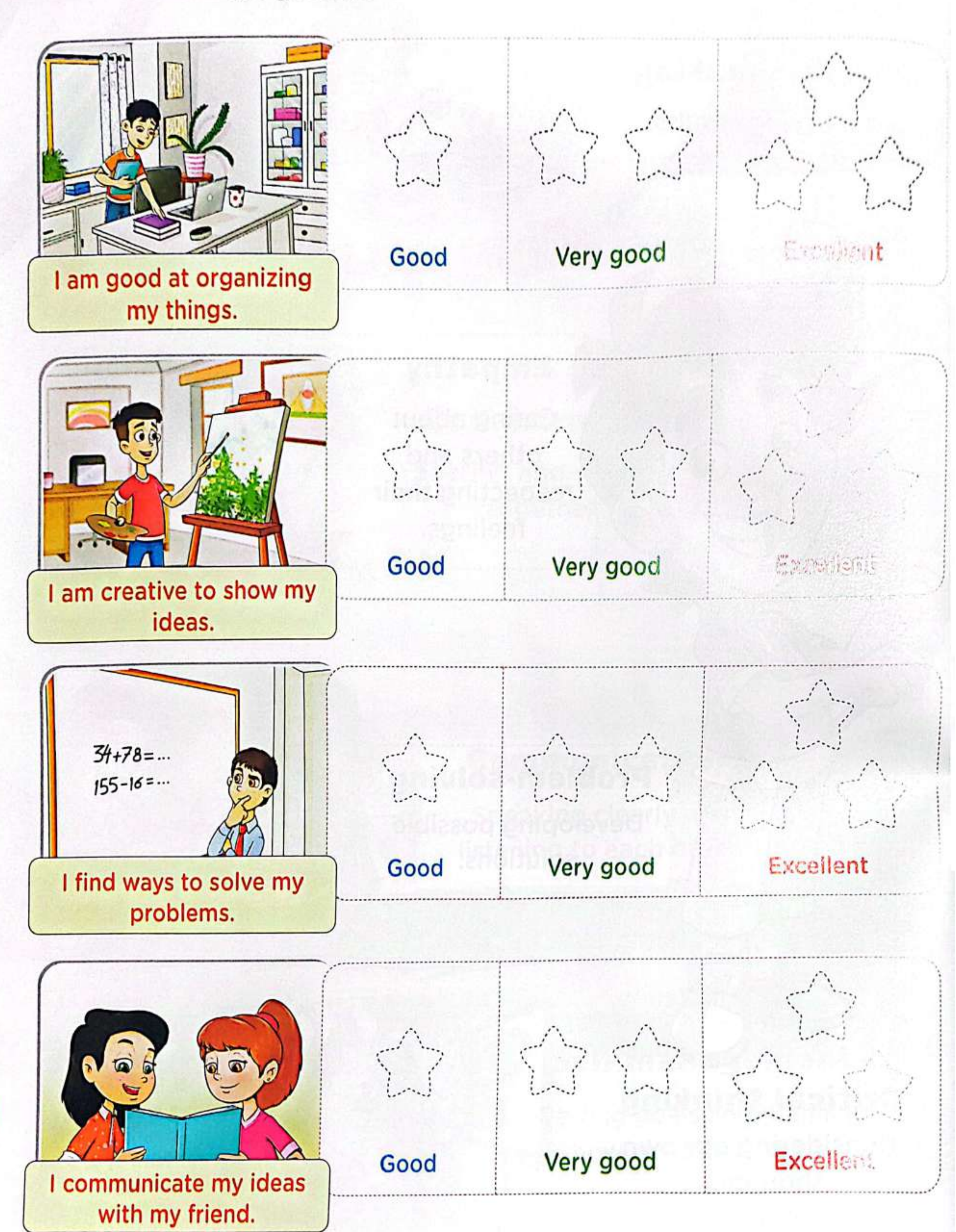
Notes for parents

- Discuss with your child the meaning of collaboration (it means working well together and respecting each other's opinions).
- Discuss with your child the meaning of communication (it means speaking and listening to each other).
- **Integration of subjects :** Vocational fields (identify and demonstrate good interpersonal skills) – English (reading).
- **Life skills :** Collecting data – Observation.



• Discuss with your child that there are many ways for communication such as : (talking, writing, listening and body language).

Activity ② Evaluate yourself by sticking stars in front of the skills you are good at.

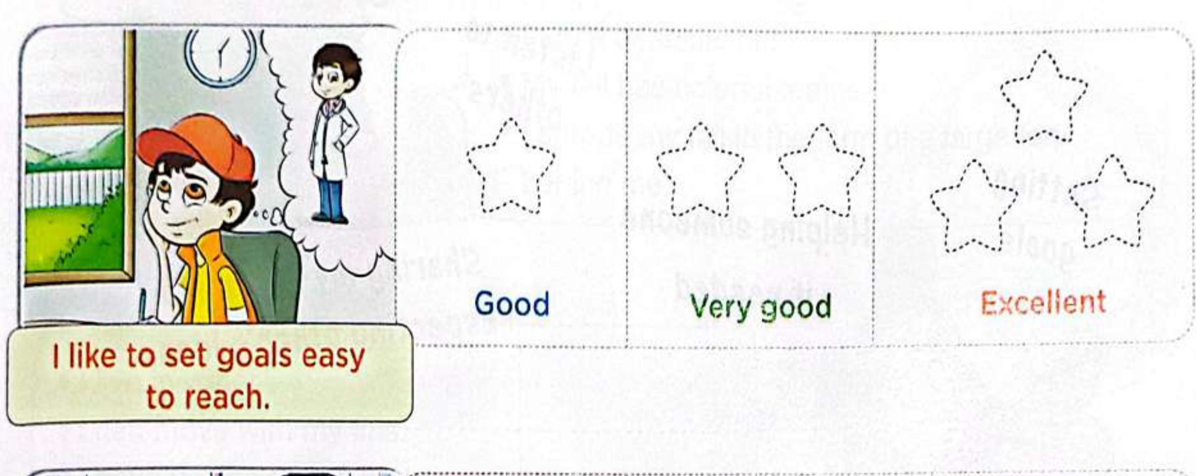


Notes for parents

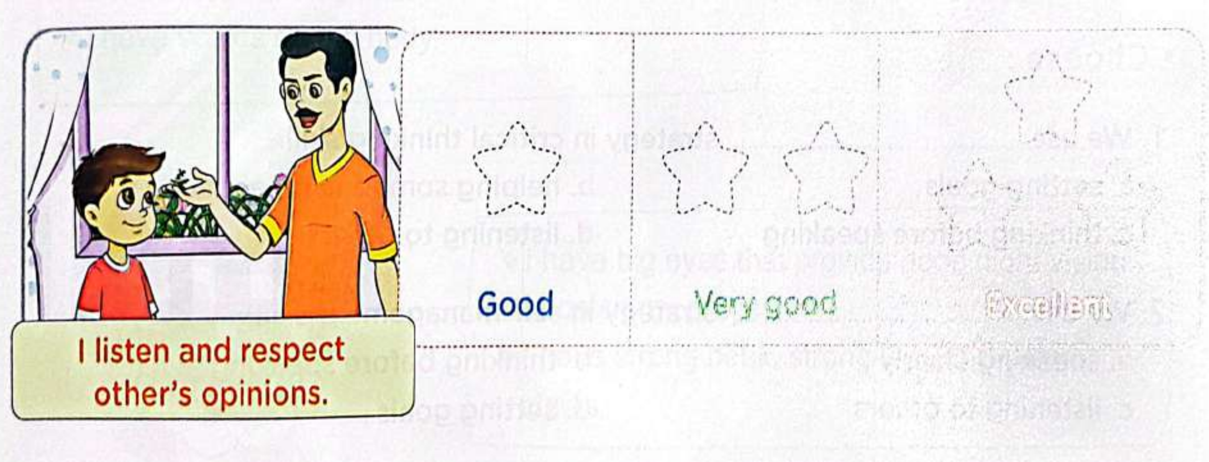
- Let your child evaluate him/herself by sticking stars in front of the skills that he/she is good at.
- **Integration of subjects :** English (reading) – Vocational fields (identify and demonstrate good interpersonal skills).
- **Life skills :** Verbal communication – Self-expression.



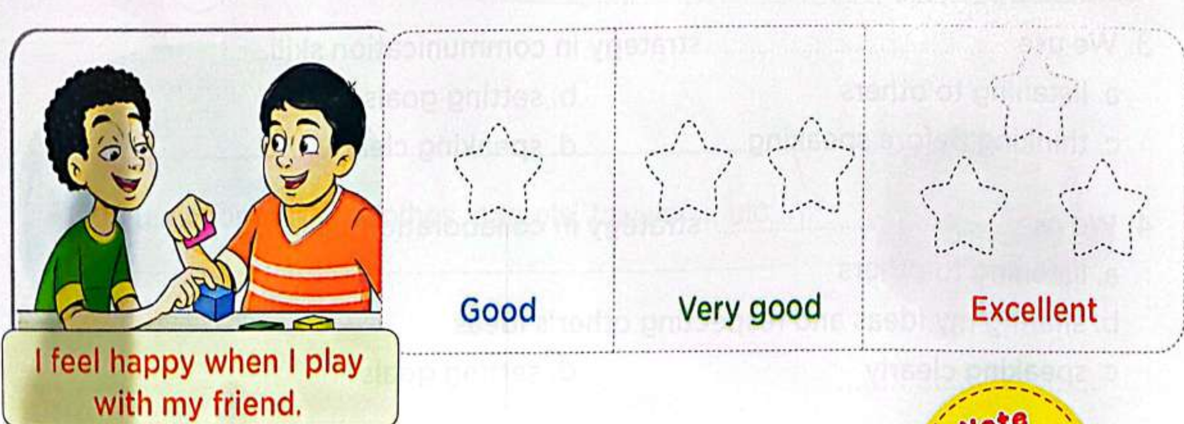
It is easy for me to explain my thinking.



I like to set goals easy to reach.



I listen and respect other's opinions.

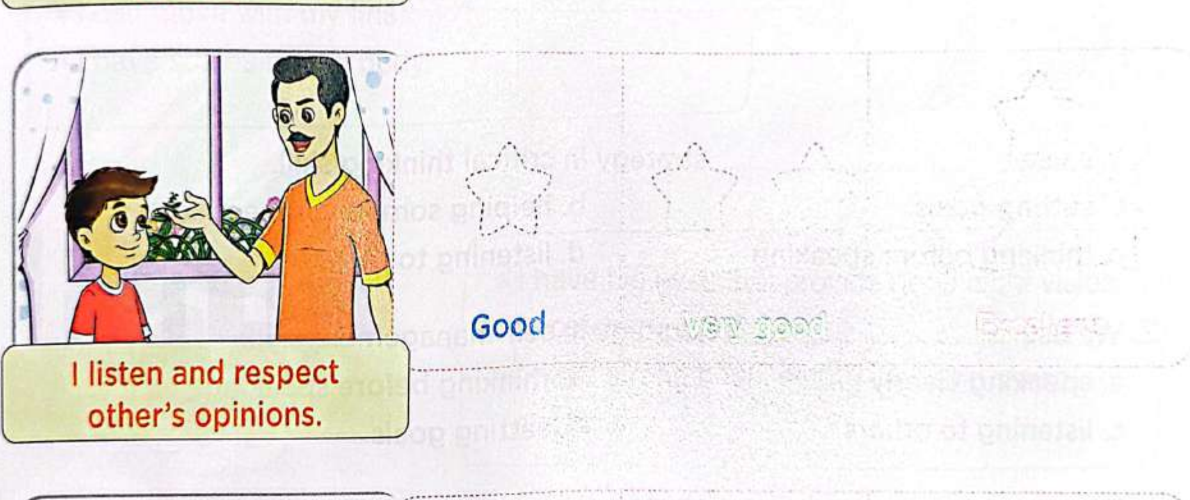


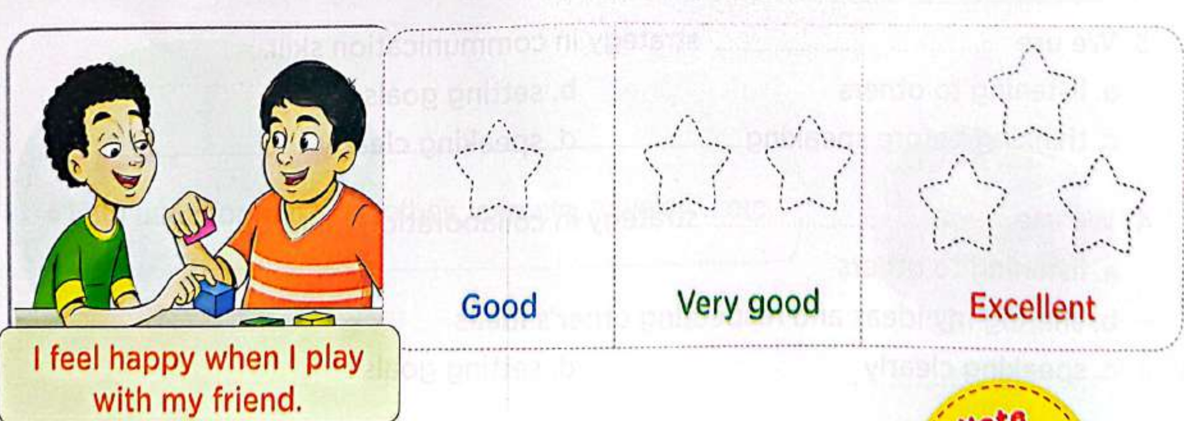
I feel happy when I play with my friend.

• Let your child evaluate him/herself by sticking stars in front of the skills that he/she is good at.









• Let your child evaluate him/herself by sticking stars in front of the skills that he/she is good at.

Note
The stickers are at the end of the book

Activity (3) Read the following strategies that are used for life skills, then answer the questions.



• Choose :

1. We use .... strategy in critical thinking skill.
   a. setting goals b. helping someone if needed
   c. thinking before speaking d. listening to others

2. We use .... strategy in self-management skill.
   a. speaking clearly b. thinking before speaking
   c. listening to others d. setting goals

3. We use .... strategy in communication skill.
   a. listening to others b. setting goals
   c. thinking before speaking d. speaking clearly

4. We use .... strategy in collaboration skill.
   a. listening to others
   b. sharing my ideas and respecting other's ideas
   c. speaking clearly d. setting goals

Notes for parents

- Discuss with your child the meaning of strategy (it is a plan or method to reach a goal or solve a problem).
- Let your child read the strategies and answer the questions.
- Discuss with your child that the answers of questions are : 1.c – 2.d – 3.a – 4.b.
- **Integration of subjects :** Economic and applied sciences (family relations) – English (reading).
- **Life skills :** Collecting data – Verbal communication.

Lesson 2

Using Critical Thinking Skills

Activity 1 **Look at the following pictures which represent small parts of big pictures, then complete by using these words.**

Fish - Fabric - Owl - Peacock



- I am a beautiful bird.
- My tail has colorful feathers.
- I spread my tail in the form of a large fan behind me.

....

- I live in water.
- I can move with my fins.
- I have scales on my body.

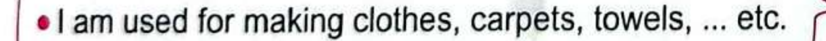


....



- I have big eyes that provide good night vision to catch my preys.
- I have strong beak, strong legs and sharp claws.

....



- I am used for making clothes, carpets, towels, ... etc.



....

- Discuss with your child the meaning of critical thinking (it is working on small goals to reach bigger goals).
- Help your child to solve the riddles by using his/her critical thinking skill.
- **Integration of subjects :** Vocational fields (identify and demonstrate good interpersonal skills) – English (reading and writing).
- **Life skills :** Critical thinking – Observation – Problem-solving.

Activity (2)

Using the critical thinking skills to answer the following riddles by sticking the suitable picture in the right place and write its name from the following words bank.

Cube - Fridge - Letter "M" - Thermometer - Ruler

Stick here	I am used to measure the lengths of short objects such as a book or a pencil.
....	
Stick here	I am used to measure the temperature of the body.
....	
Stick here	I come once in a minute, twice in a moment, but never in a thousand years.
....	
Stick here	- I have 12 edges, 8 vertices and 6 faces. - All my faces have the same size. Each face is a square.
....	
Stick here	- I am in the kitchen. - I keep things cold.
....	

Note
The stickers are at the end of the book

Notes for parents

- Let your child solve the riddles using his/her critical thinking.
- Discuss with your child the meaning of strategy (it is a plan or method to reach a goal or solve a problem).
- **Integration of subjects :** Vocational fields (identify and demonstrate good interpersonal skills) – English (reading and writing).
- **Life skills :** Verbal communication – Realize relationships – Observation.



1. What Would You Do ?

Activity **Match each picture with the suitable reaction.**
[Note : There may be more than one correct answer].


Your friend makes something wrong.


Your friend makes fun of you.


Your friend doesn't listen to your ideas.


Your friend tells your secret to other friends (or your friend spreads a rumor about you).


Your friend makes a wrong behavior with you.

- Ask your friend to stop.
- Walk away and find other friends to be with.
- Say nothing and walk away.
- Ask for an apology.
- Get help from an adult you trust.

- Let your child read each statement and match it with the suitable reaction.
- **Integration of subjects :** English (reading) – Economic and applied sciences (express personal feelings and identify other's expression of feelings).
- **Life skills :** Verbal communication – Realize relationships.

2. Our Class Pledge

Activity Read and learn.



We pledge to.....

Pledge: It is a promise to ourselves and others to do something

We pledge to ..
Listen carefully to each other.

We pledge to ..
Respect each other.

We pledge to ..
Use kind words.

We pledge to ..
Working together.

We pledge to ..
Forgive each other.

We pledge to ..
Show empathy to others.

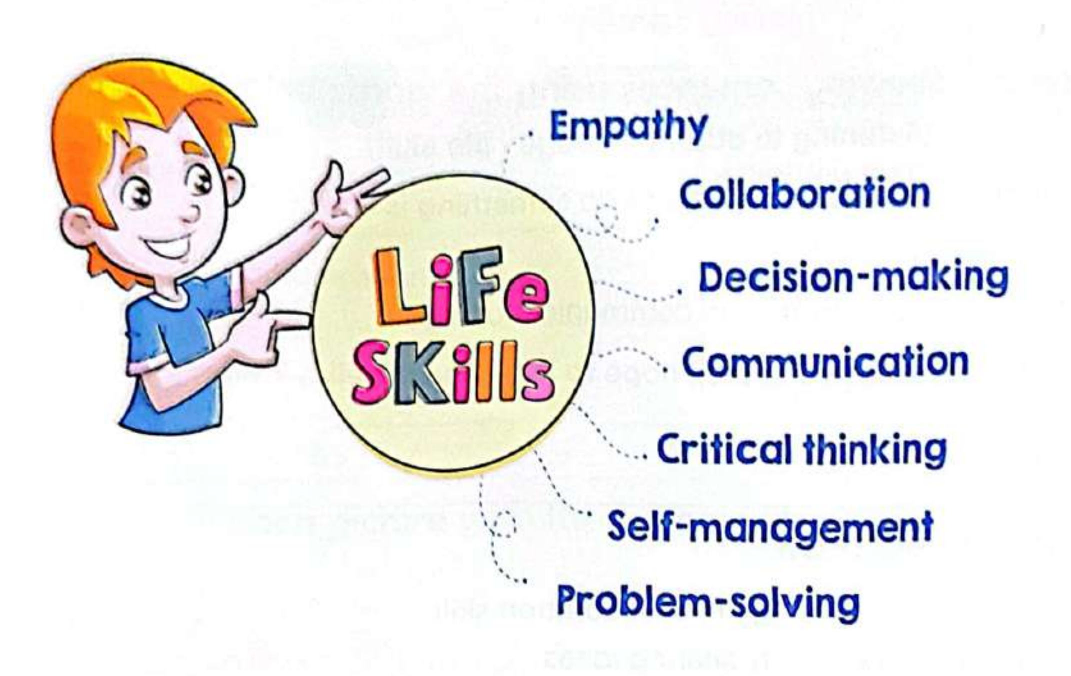
We pledge to ..
Apologize when doing something wrong.

We pledge to ..
Always help old people.

Notes for parents

- Discuss with your child that the pledge is written as a poster, poetry, a story, a poem, a drawing, ... etc.
- **Integration of subjects :** English (reading) – Economic and applied sciences (family relations and community safety).
- **Life skills :** Verbal communication – Collecting data.

I Have Learned That



Some strategies used for life skills

Speaking clearly	Listening to others
Setting goals	Thinking before speaking
Sharing my ideas and respecting other's ideas	Helping someone if needed

Pledge : It is a promise to ourselves and others to do something.

Quiz
On Chapter One

1 Complete the following sentences using the words below :

(listening to others - pledge - life skill)

1. A promise to ourselves and others to do something is known as a ....
2. We use .... strategy in communication skill.
3. Something we practice and then hope to learn to do well is known as a ....

2 Choose the correct answer :

1. We use .... strategy in collaboration skill.
   a. listening to others b. sharing ideas c. speaking clearly
2. Speaking clearly and listening to each other are considered as .... skill.
   a. critical thinking b. empathy c. communication
3. Caring about others and respecting their feelings are considered as .... skill.
   a. problem-solving b. decision-making c. empathy

3 Look at the following pictures which represent small parts of big pictures, then use the critical thinking skill to answer the riddles by using these words :

(Camel - Giraffe)

1.
- I have a long neck.
- I eat the leaves of long trees.

....

2.
- I live in desert.
- I can walk on sand easily.

....

4 Complete the following table using these sentences :

(Critical thinking - Thinking before speaking - Listening to others - Self-management)

Life skills	Strategies used for life skills
1.	a. Setting goals.
2. Communication.	b. ....
3.	c. ....

5 Match each picture with the suitable life skill :

1. 

2. 

3. 

- a. Problem-solving
- b. Self-management
- c. Collaboration

CHAPTER TWO



Making A Healthy Body

Learning outcomes

By the end of this chapter, your child will be able to :

- Discover what it means to have a healthy body.
- Contrast healthy and unhealthy habits.
- Set a goal for making healthy choices.
- Identify and track healthy habits over time.
- Discover how skin is protection.
- Discover what happens to food when it is eaten.
- Build a model of the stomach digesting food.
- Identify important facts about heart.

Key vocabulary

- Habit
- Skin
- Heart
- Digestion
- Energy
- Muscles
- Contract
- Nutrients
- Organ
- Stomach
- Expand
- Sunscreen

Lesson 1

1. Adel And Sara Choices

Activity Read the following paragraphs, then answer the questions.



Sara

- I like eating fruits and vegetables.
- I like drinking fresh orange juice.
- I always drink enough amount of water.
- I like running after school which makes my body feels good.

Adel

- I like eating a lot of candies and cookies.
- I like drinking soda.
- I always drink a little amount of water.
- I like watching TV after school for a long time.



• Put ✓ or ✗ :

1. Drinking soda is a healthy choice. (   )
2. Watching TV for a long time is an unhealthy choice. (   )

• Choose :

1. Adel's choices are .... (healthy – unhealthy)
2. Sara's choices are .... (healthy – unhealthy)

Notes for parents

- Discuss with your child what it means to have a healthy body.
- **Integration of subjects :** English (reading) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Observation.

2. Healthy Or Unhealthy

Activity 1 **Write "healthy" beside the good situations and "unhealthy" beside the bad situations.**



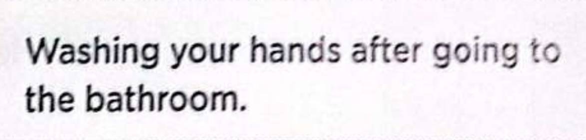
Eating vegetables and fruits. ......healthy......



.... Not eating breakfast every morning.



Playing video games for many hours. ....





.... Washing your hands after going to the bathroom.



Sharing your feelings when you are sad or upset. ....



.... Watching TV for a long time.

- Discuss with your child the meaning of habit (it is a choice we make everyday or regularly).
- Discuss with your child other examples of healthy and unhealthy habits.
- **Integration of subjects :** English (reading and writing) – Science (healthy and unhealthy habits).
- **Life skills :** Differentiation – Verbal communication.

Activity 2 Rearrange the following sentences that describe three healthy choices you will make everyday.



my | daily | brush | teeth

I must ....



a lot of | the day | drink | water | throughout

I must ....



hours | everyday | sleeping | get | enough

I must ....

Notes for parents

- Help your child to set goals for making healthy choices that he/she will make everyday.
- **Integration of subjects :** English (reading and writing) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Setting clear goals.

Activity 3 Use this chart to check off the things you do each day to keep your body healthy.

Healthy habits	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Get breakfast.							
Do exercises daily.							
Drink enough water.							
Wash hands.							
Eat vegetables and fruits.							
Get enough sleep.							

- Help your child to track healthy habits overtime.
- Discuss with your child other healthy habits that he/she must do everyday.
- **Integration of subjects :** English (reading) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Setting clear goals.

Lesson 2 Healthy Habits

Activity 1 Read the following paragraph, then answer the questions.

Benefits of healthy habits on our bodies → Title of the article.

Stay positive and calm : → Subheading : These words tell us what you are going to read about.

→ Middle paragraph : Tell us details about subheading.

Getting busy with television and video games can negatively affect the brain, memory and vision.They can cause stress. Anger and worry also make you tired. When something goes wrong, it is important to have a positive attitude.
It is good to take time to enjoy quiet activities that calm you, like :reading, listening to music and drawing. Staying positive and calm improves your mood and can also help your body fight some illnesses.



Reading is a quiet, calm activity.

→ Caption : It gives us information about what you can see in the picture.

• **Put ✓ or ✗ :**

1. Listening to music and drawing can calm you, when you are angry or worry. ( )
2. Watching television and playing video games for long times can negatively affect your brain. ( )
3. Staying calm help your body fight some illnesses. ( )

Notes for parents

- Discuss with your child that articles have title, subheadings, middle paragraphs and the pictures have captions.
- Help your child to identify the subheading at the top of a paragraph and the caption below the picture.
- **Integration of subjects :** English (reading and writing) – Science (healthy habits).
- **Life skills :** Collecting data – Verbal communication – Observation.

Activity 2 Read the following paragraph, then put a suitable **subheading** for it and a suitable **caption** below the picture.

Benefits of healthy habits on our bodies

....

Being active is one of the best things we can do to keep our bodies strong and healthy, so it is recommended that we do at least 60 minutes of physical activities everyday. Physical activities keep your heart strong and more efficient. In general, staying active can improve your mood and help you concentrate in your school.



....

....

• Choose :

Physical activities can help you in all the following, <u>except</u> ....

a. improve your mood.

b. concentrate in school.

c. keep your body healthy.

d. keep you angry and worry

• Discuss with your child the suitable subheading and caption for the article.
• **Integration of subjects :** English (reading and writing) – Science (healthy habits).
• **Life skills :** Verbal communication – Observation.



1. Map Of The Human Body

Activity The following figures have labels for important parts of our body. Some parts we can see everyday and some parts are inside and we never get to see them.

Put each label in the suitable place on the figures.

(Heart - Stomach - Blood vessels - Skin - Bones - Muscles)

....

....

....

Notes for parents

- Discuss with your child the names of different parts of the human body.
- **Integration of subjects :** Science (parts of the human body) – English (reading and writing).
- **Life skills :** Observation – Verbal communication.

2. Our Skin Protects Us

Activity Read the paragraphs, then answer the questions.

Our body organs :

- **Organs** are certain parts of our bodies that have a specific function.
- Our bodies have many organs, such as : brain, heart, stomach and skin.


Stomach


Heart

Some facts about skin :

- Our skin weighs about 4 kilograms.
- The skin is the largest organ in our body.


Skin

Importance of skin:

- It protects us from harmful germs.
- It protects us from harmful sun rays.
- It keeps fluids inside our bodies as water and blood.
- It keeps our temperature constant.

Skin protection :

The sun rays can hurt our skin, so to protect our skin we must:

- Cover up our skin using suitable clothes or umbrellas.
- Put sunscreen on our skin.



• Put ✓ or ✗ :

1. Skin, heart and stomach are from your body organs. ( )
2. Our skin is the smallest organ in our bodies. ( )
3. The skin protects us from germs and harmful sun rays. ( )

- Help your child to read the paragraphs and answer the questions.
- Discuss with your child the importance of the skin and also how to protect the skin.
- **Integration of subjects :** English (reading and writing) – Science (skin).
- **Life skills :** Verbal communication – Observation.

I Have Learned That

Some healthy habits :



Eating vegetables and fruits.



Drink enough water.



Do exercises daily.

Some unhealthy habits :



Drinking soda.



Watching TV for a long time.



Not washing hands after going to the bathroom.

How the skin protects us :

- It protects us from harmful germs.
- It protects us from harmful sun rays.
- It keeps fluids inside our bodies.
- It keeps our temperature constant.



Ways to protect our skin :

- Cover up your skin using suitable clothes or umbrellas.
- Sunscreen can help protect against harmful sun rays.



What Happens To The Food You Eat ?

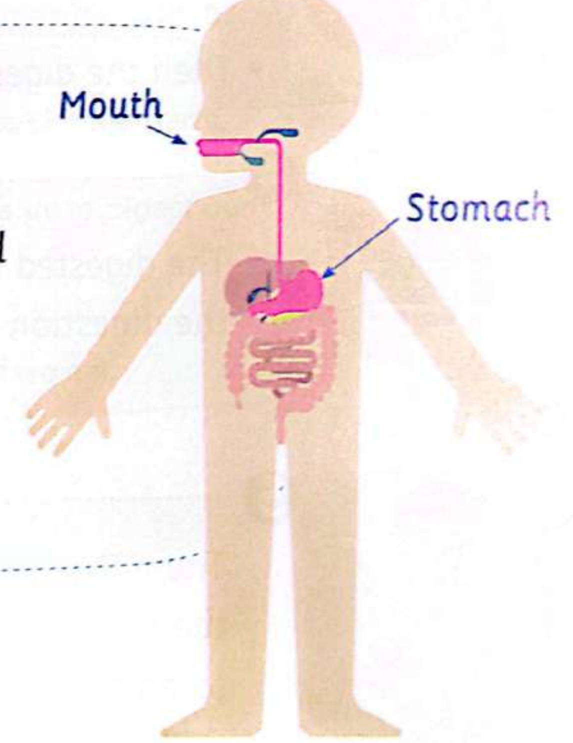
Activity Read and learn, then answer the questions.

☆ Food gives our bodies energy :



- A train, plane and car all need fuel to run as fuel provides them with energy.
- Our bodies also need food for energy.
- Food contains thousands of different nutrients.
- Nutrients provide the human body with the needed energy.

☆ Digestion process :



- The body has a process called "digestion", which changes the food we eat into simpler parts.
- When the food is broken down, the body absorbs it to get energy.

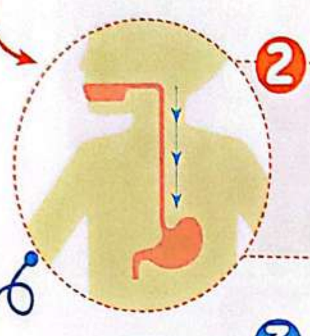
• Discuss with your child what happens to food when it is eaten.
• **Integration of subjects :** English (reading and writing) – Science (digestion process) – Economics and applied sciences (nutrition and food science).
• **Life skills :** Verbal communication – Observation.

⭐ The path of food in our bodies :



1

- Digestion begins when you put food in your mouth
- Chewing breaks up food into smaller pieces.



2

After you swallow the food, muscles push it down to your stomach.



3

- Your stomach produces an acid.
- Muscles in the stomach squeeze the food with the acid to breakdown the food.
- Then the digested food leaves the stomach.



4

The digested food moves to the intestines to continue the digestion process.



5

The nutrients in the digested food are carried away in the blood, giving all parts of the human body energy to do all activities.

Notes for parents

- Discuss with your child the path of food in our bodies.

• Complete the following sentences by using the words bank.

blood - energy - intestines - swallow

1. When the food is broken down, the body absorbs it to get ....
2. When we .... the food, muscles push it down to the stomach.
3. When the digested food leaves the stomach, it moves to .... to continue the digestion process.
4. Nutrients are carried away in the ...., giving all parts of the human body energy to do all activities.

• Who am I ..... ?

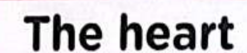
1. A process that changes the food we eat into simpler parts. (..................................)
2. An organ that produces an acid which helps us to digest our food. (..................................)
3. They help our stomach to squeeze the food we eat. (..................................)

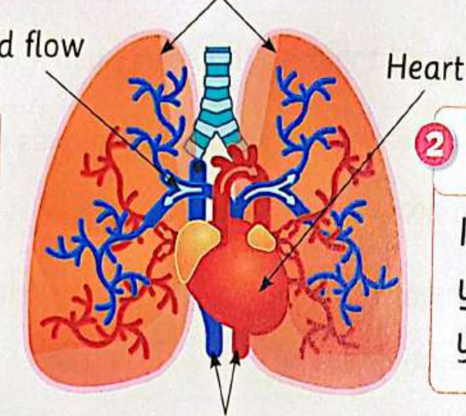
• Help your child to give the correct answers of question "who am I"as follows :
1. Digestion – 2. Stomach – 3. Muscles.

Lesson 5

My Heart

Activity Read and learn.





1 The structure of the heart :

It is a muscular organ about the size of your fist.

2 The location of the heart :

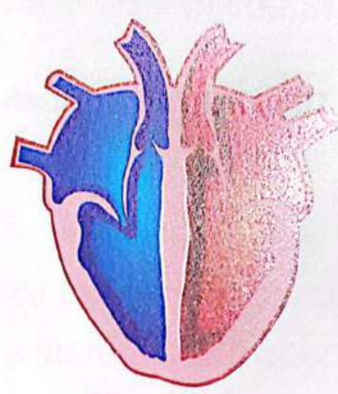
It is located between your two lungs inside your chest.

3 The job of the heart :

It keeps blood moving through your body which carries oxygen and nutrients to every part of your body.

4 Some facts about the heart :

- The heart is filled with blood when it expands.
- When the heart contracts or squeezes, it pushes the blood out into blood vessels that run through the body.
- The heart beats many times per minute.
- Each beat pushes blood through the body.
- The heart continues to beat for your whole life.



The heart

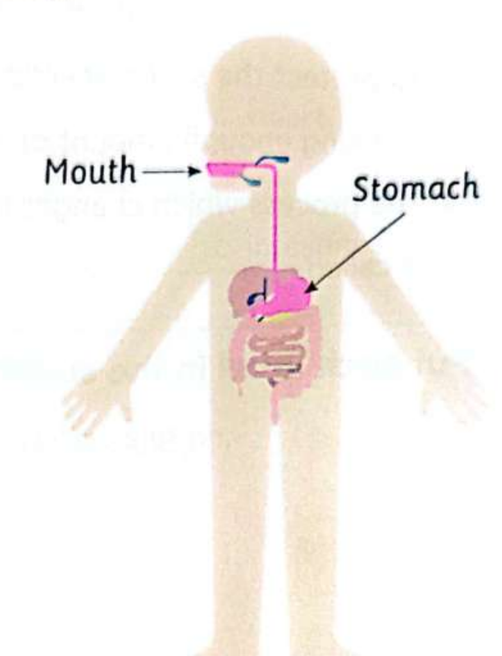
Notes for parents

- Help your child to identify the structure, location, job and some facts about the heart.
- **Integration of subjects :** English (reading) – Science (heart).
- **Life skills :** Collecting data – Verbal communication – Observation.

I Have Learned That

Digestion :

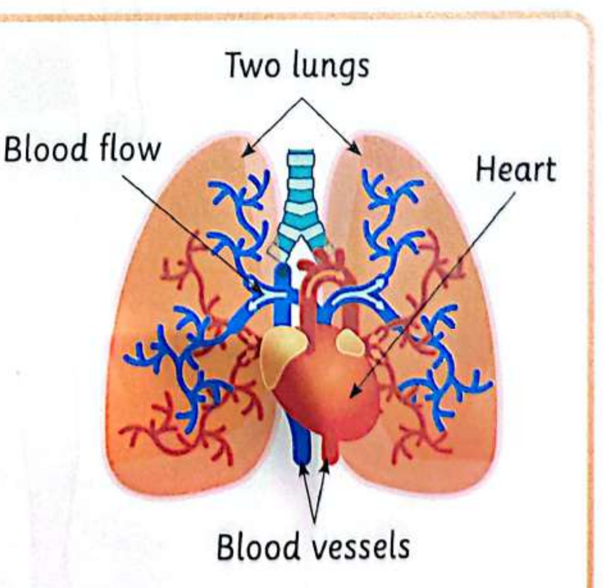
- Digestion is the process which changes the food we eat into simpler parts to get energy.
- Digestion begins in your mouth that breaks the food into smaller pieces.



- The acid of the stomach breaks up food into simpler parts to get the nutrients in the food.
- Muscles help the stomach to squeeze the food with the acid of stomach.
- The intestines continue the digestion process.
- The blood carries the nutrients in the digested food to all the parts of your body.

The heart :

- It is a muscular organ about the size of your fist.
- It keeps blood moving through the body carrying oxygen and nutrients to every part of the body.



- The heart is located between the two lungs inside the chest.
- The heart beats many times per minute.



Quiz
On Chapter Two

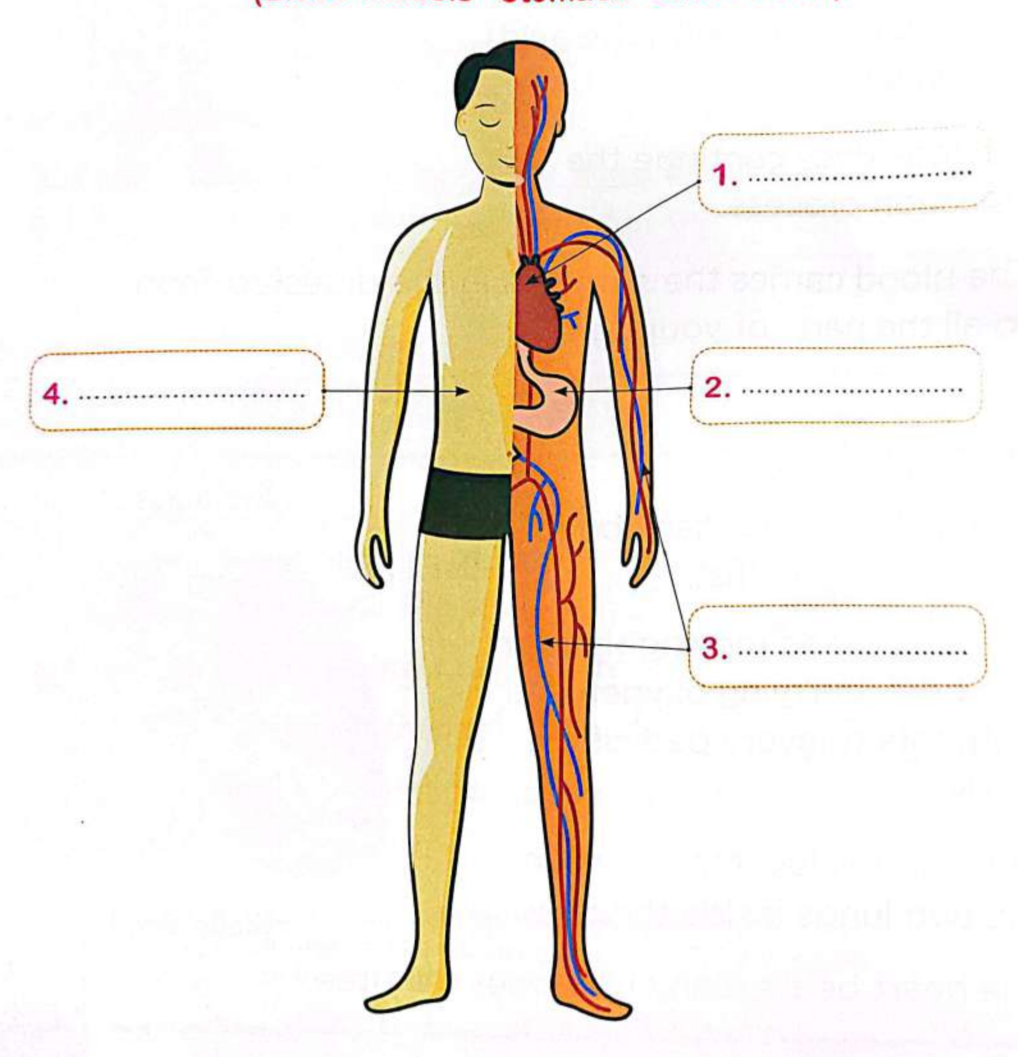
1 **Complete the following sentences using the words below :**

(digestion - sunscreen - healthy)

1. To protect the skin and keep its original color we can use ....
2. Drinking enough amount of water daily is a .... habit.
3. The process which changes the food we eat into simpler parts is called ....

2 **Put each label in the suitable place on the following figure :**

(Blood vessels - Stomach - Skin - Heart)



3 **Choose the corre**

1. .... prot
   a. Stomach
2. Stomach produce
   a. acid
3. .... push
   a. Lungs.
4. Digestion proces
   a. stomach.

4 **Who am I ...?**

1. A certain part c
2. The largest org
3. A muscular org

5 **Rearrange the**

a. Muscles in th the food.

b. The nutrien

c. During che

d. The digest

e. Muscles p

 ....

3 Choose the correct answer :

1. .... protects your body from harmful sun rays.

   a. Stomach b. Heart c. Skin

2. Stomach produces .... which helps in the digestion of food.

   a. acid b. water c. air

3. .... pushes the blood to all the body parts.

   a. Lungs. b. Stomach. c. Heart.

4. Digestion process begins in your ....

   a. stomach. b. mouth. c. intestines.

---

4 Who am I ...?

1. A certain part of your body that has a specific function. (............................)
2. The largest organ in your body. (............................)
3. A muscular organ about the size of your fist. (............................)

---

5 Rearrange the path of food inside your body :

a. Muscles in the stomach squeeze the food with the acid to breakdown the food.

b. The nutrients in the digested food are carried away in the blood.

c. During chewing, the food is broken into smaller pieces.

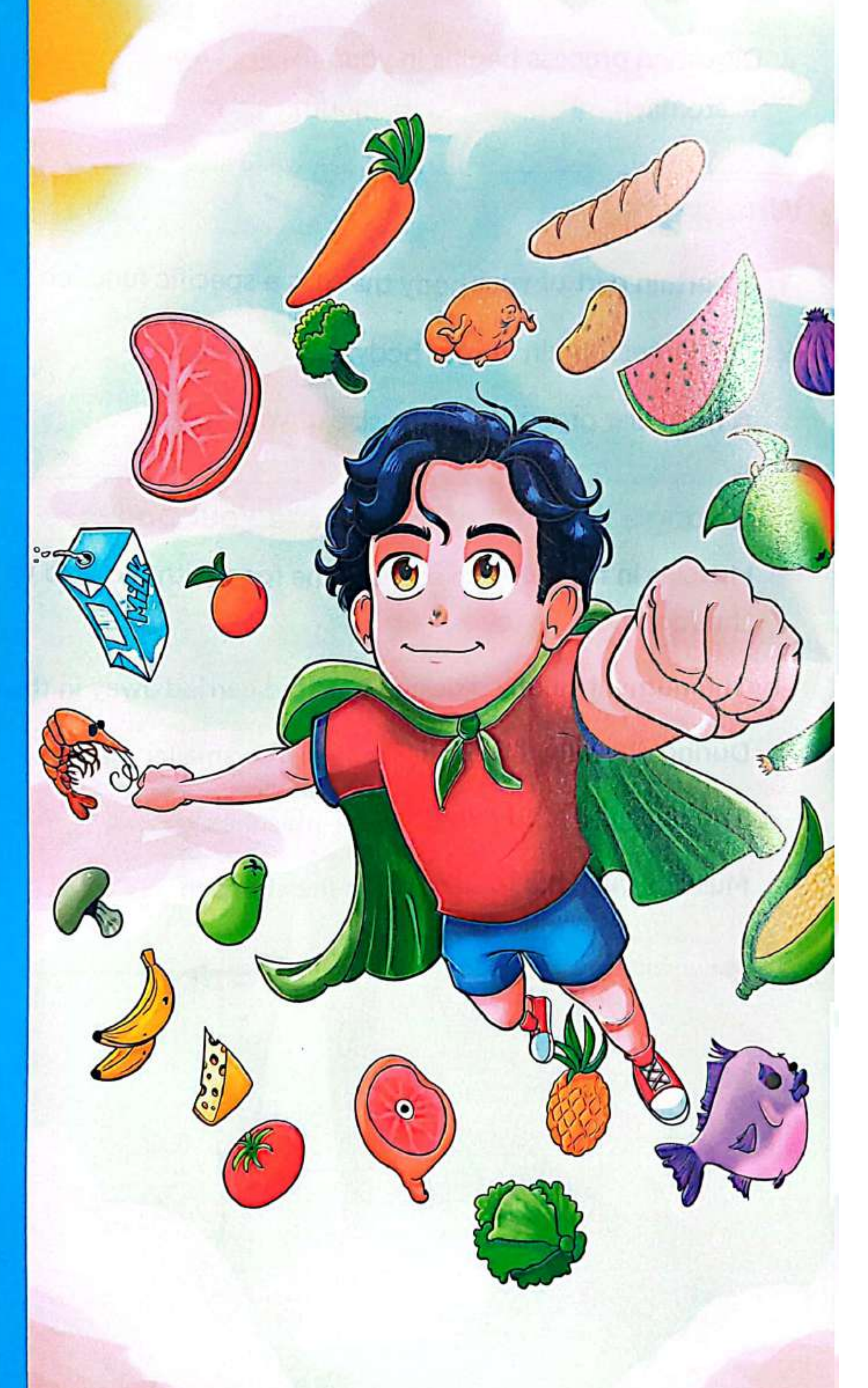
d. The digested food moves to the intestines.

e. Muscles push the food down to the stomach.

(c) → .... → .... → .... → ....

CHAPTER THREE

Get Fit With Healthy Eating



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify healthy habits by reviewing previous learning.
- Categorize a variety of foods.
- Analyze nutrients found in current diet.
- Identify nutrients found in specific foods.
- Explain the importance of drinking water.
- Set goals for drinking water every day.

Key vocabulary

- Canteen
- Carbohydrates
- Fats
- Proteins
- Vitamins
- Nutrients
- Minerals
- Diet
- Dehydrated
- Hydrated

Lesson 1

A Canteen At School

Activity 1 **Read the following dialogue, then answer the questions.**



Adam : Good morning, Ramy.

Ramy : Good morning, Adam.

Adam : What do you have in your lunch box ?

Ramy : I have chocolate and soda. What about you ?

Adam : I have a sandwich, an apple and milk, but your lunch box contains unhealthy food, you can get healthy food from canteen.

Ramy : What is canteen ?

Adam : It is a place where to buy food, such as sandwiches, juices and snacks.

Ramy : Thank you, Adam.

• Answer the following questions :

1. Mention some healthy food that you can notice in the story.

....

2. Mention some unhealthy food that you can notice in the story.

....

Notes for parents

- Help your child to read the dialogue then answer the questions.
- Discuss with your child other examples of healthy food and unhealthy food.
- **Integration of subjects :** Science (healthy and unhealthy food) – English (reading and writing).
- **Life skills :** Verbal communication – Observation – Collecting data.

Activity 2 **Imagine that you make a model of school canteen, classify the stickers into healthy food and unhealthy food.**

Healthy Food

Unhealthy Food



- Help your child to classify the stickers into healthy food and unhealthy food.
- Let your child mention and draw some other examples of healthy and unhealthy food.
- **Integration of subjects :** Science (healthy and unhealthy food) – English (reading) .
- **Life skills :** Observation – Collecting data – Differentiation.

Lesson 2

My Diet

Activity Read and learn, then answer the questions.



Everyone has their own diet that includes the amounts and types of food he eats.

Diet : It is the kind of food that a person eats regularly.

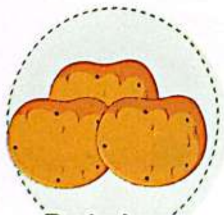
Your diet must contain different types of nutrients.

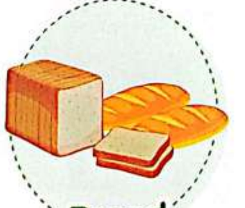
Nutrient : It is an element of food that provides energy for our bodies and is necessary for healthy growth.

We will learn about three important nutrients

Carbohydrates : They are found in : ....


Grains


Potatoes


Bread

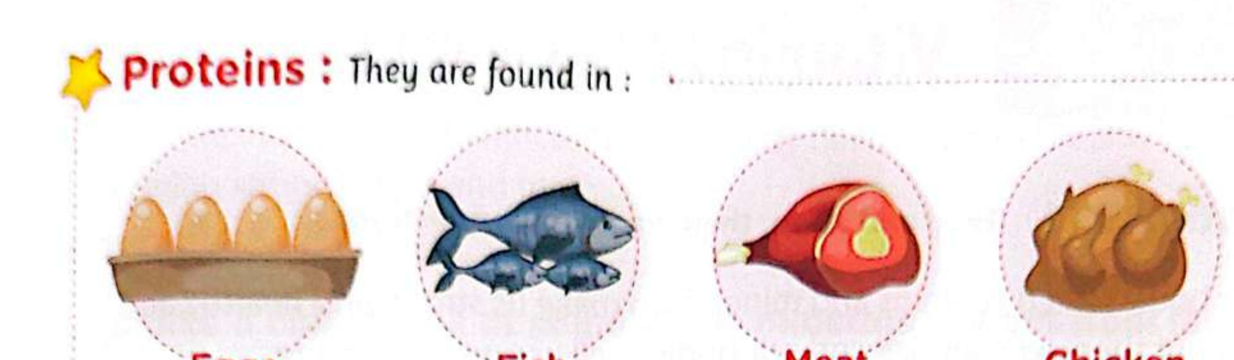

Pasta

Importance : They provide the body with energy.

Notes for parents

- Discuss with your child that our body needs food because food contains nutrients that supply our body with energy.
- **Integration of subjects :** English (reading) – Science (healthy nutrition) – Economics and applied sciences (identify types of nutrients).
- **Life skills :** Collecting data – Observation.

Proteins : They are found in :



Importance : They build up our muscles and help us to grow.

Fats : They are found in :



Importance : They provide the body with energy.

• Put ✓ or ✗ :

1. Our bodies need food because food gives us air. ( )
2. All living things need energy to live. ( )
3. A diet must contain different types of nutrients. ( )

• Complete :

1. Food provides living things with .... that are necessary for healthy growth.
2. .... is the kind of food that a person eats regularly which includes the amount and types of foods he eats.

• Discuss with your child that food provides living things with nutrients that are necessary for their health growth.
• Let your child mention some other examples of food for each group of nutrients.

Lesson 3 Vitamins And Minerals

Activity (1) **Read and learn, then answer the questions.**

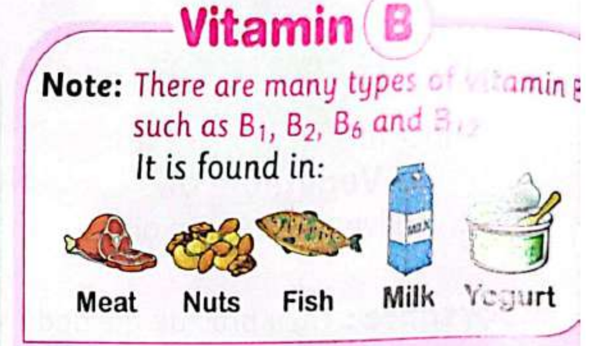
Our bodies need vitamins and minerals to make us strong and healthy and without them, we get sick and our bodies will not grow properly.

Vitamins

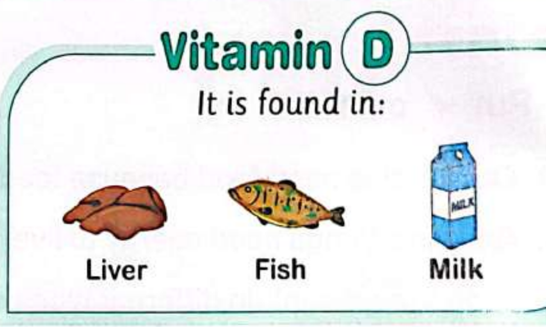
They are important nutrients that the body needs in small amounts for normal growth and nutrition.

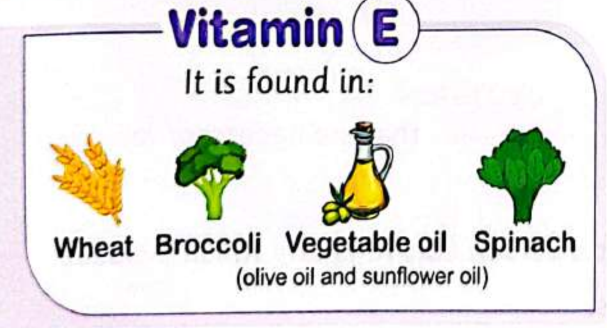
Let's take a closer look at some of the vitamins you get from food.

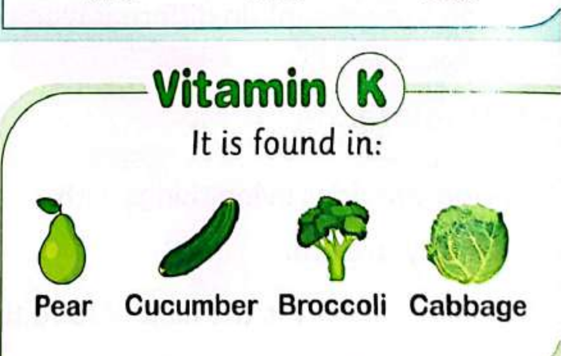












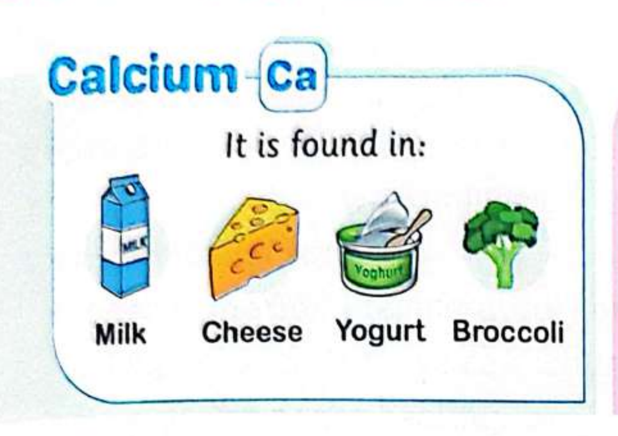
Notes for parents

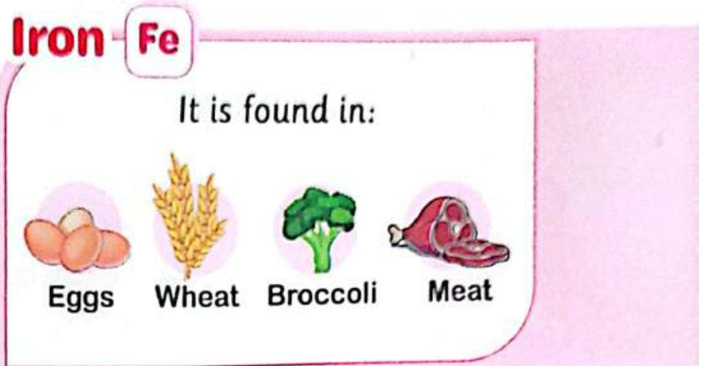
- Discuss with your child that there are other important nutrients in our food such as vitamins and minerals.
- **Integration of subjects :** English (reading) – Science (vitamins and minerals) – Economics and applied sciences (identify types of nutrients).
- **Life skills :** Observation – Collecting data – Verbal communication.

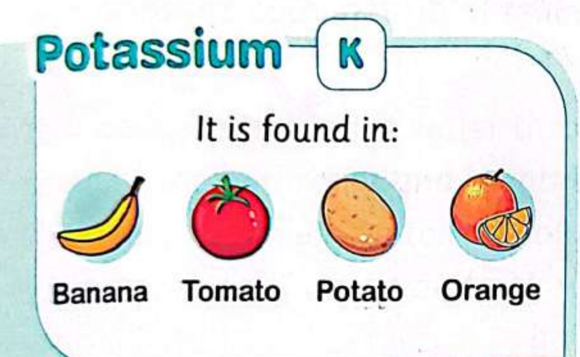
Minerals

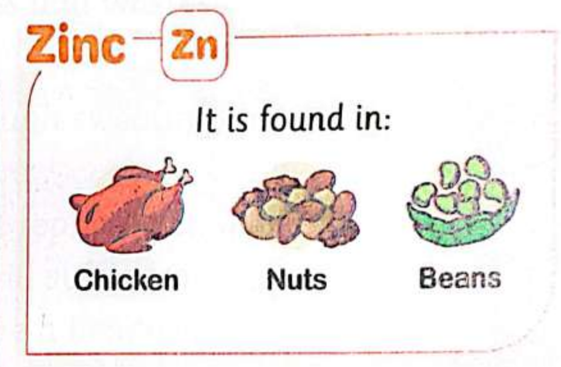
They are important substances that the body needs for good health by forming strong bones and teeth.

Let's take a closer look at some of the minerals you get from food.









• **Put ✓ or ✗ :**

1. Without vitamins and minerals our bodies will be healthy and strong. ( )
2. Minerals are substances that help the body by forming strong bones and teeth. ( )
3. Orange, lemon and guava contain vitamin Ⓒ. ( )
4. Milk contains many vitamins and calcium. ( )

• Discuss with your child other examples of food that rich in vitamins and minerals.

Activity 2 Put ✓ beside the nutrients we can find in each of them as the given example.



	Carbohydrates	Fats	Proteins	Vitamins	Minerals
Broccoli					
Nuts					
Orange				✓	✓
Eggs					
Wheat					
Vegetable oil					

Notes for parents

- Help your child to recognize that he/she can found many nutrients in one type of food.
- **Integration of subjects :** English (reading) – Science (nutrition) – Economics and applied sciences (identify types of nutrients).
- **Life skills :** Realize relationships – Differentiation.

Lesson 4

Why Water Matters ?

Activity Read and learn, then answer the questions.

- Drinking water is an important healthy habit.
- Your body mostly contains water.
- Water is in every part of your body, to make sure that your body is working properly, you need to stay hydrated.

Hydrated means : Drinking enough water to keep your body working well.

Importance of water :

- It keeps the body temperature constant.
- It helps the joints move correctly.
- It keeps the bones healthy.
- It helps the body get rid of toxins and wastes.

- Your body loses a lot of water through sweating, going to the bathroom and breathing.
- If you lose too much water without replacing it, you can become dehydrated and you will suffer from.
  - feel thirsty.
  - have a headache.
  - feel tired, dizzy and weak.



• Answer the following questions :

1. What will happen if you don't have enough water every day ?

....

....

2. What is the importance of water for your body ?

....

....

- Discuss with your child the importance of drinking water.
- **Integration of subjects :** English (reading and writing) – Science (importance of water) – Economics and applied sciences (describe the benefits of drinking water).
- **Life skills :** Collecting data – Verbal communication.



Record Information

Activity

- **Your body needs eight cups of water per day.**

You have three days, on each day you have 10 spaces, with each cup of water you drink on each day, stick one cup of water.

Day 1

Day 2

Day 3

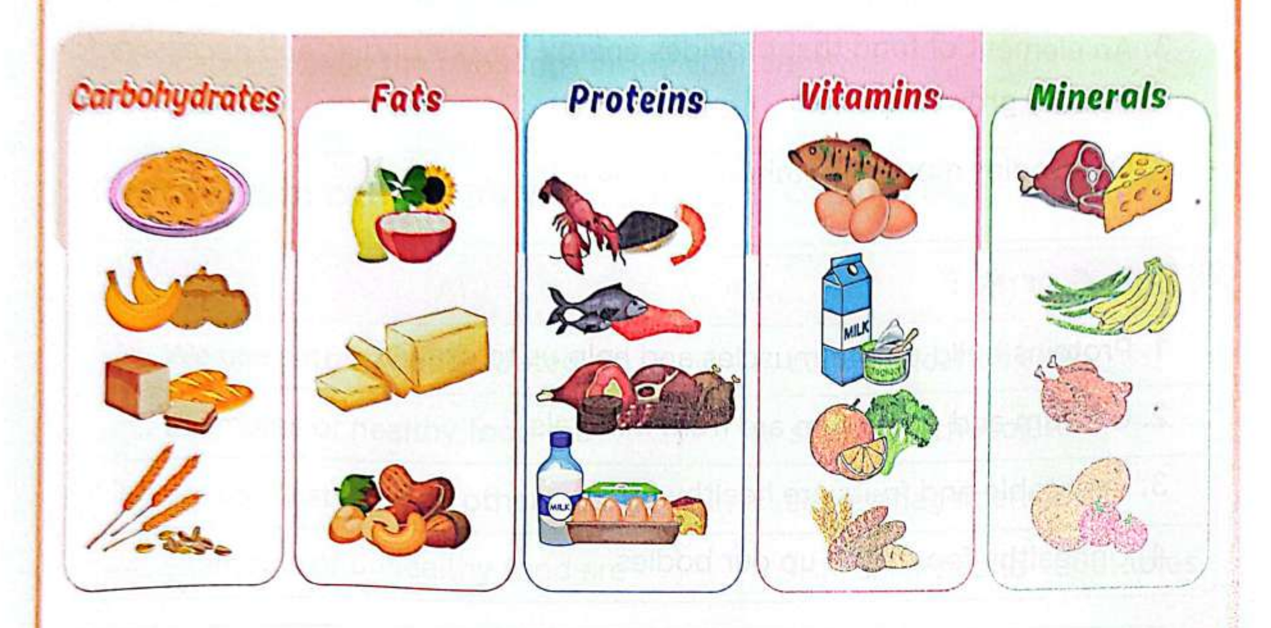
Note Stickers are at the end of the book

Notes for parents

- Discuss with your child the importance of drinking enough quantities of water for our health.
- **Integration of subjects :** English (reading) – Science (importance of water) – Math (counting) – Economics and applied sciences (describe the benefits of drinking water).
- **Life skills :** Observation – Verbal communication.

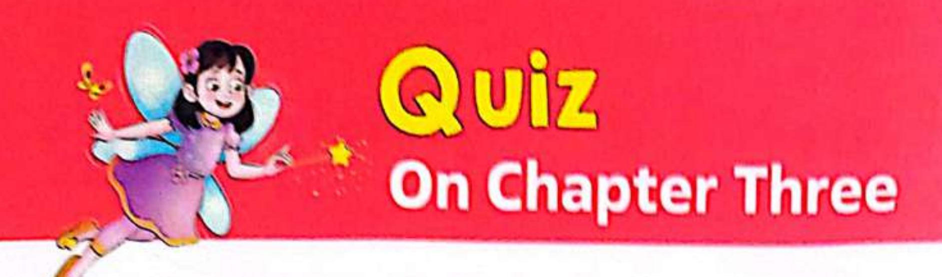
I Have Learned That

- ***Diet:*** It is the kind of food that a person eats regularly.
- ***Nutrient:*** It is an element of food that provides energy and is necessary for healthy growth **such as :**



- **Importance of water :**
  - It keeps the body temperature constant.
  - It helps the joints move correctly.
  - It helps the body get rid of toxins and wastes.
  - It keeps the bones healthy.

- **If you don't have enough water you will :**
  - Feel thirsty.
  - Have a headache.
  - Feel tired, weak and dizzy.



1 Complete the following sentences using the words below :

(water - toxins - nutrient - diet)

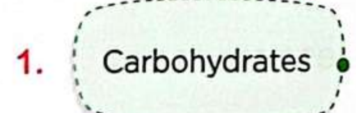
1. Water helps the body get rid of wastes and ....
2. The kind of food that a person eats regularly is called ....
3. An element of food that provides energy for our bodies and necessary fo healthy growth is called ....
4. Our bodies mostly contain ....

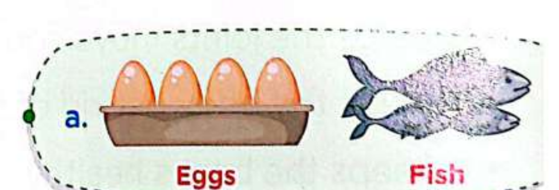
2 Put ✓ or ✗ :

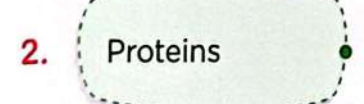
1. Proteins build up our muscles and help us to grow. ( )
2. Calcium and potassium are from minerals. ( )
3. Vegetable and fruits are healthy food. ( )
4. Unhealthy food build up our bodies. ( )

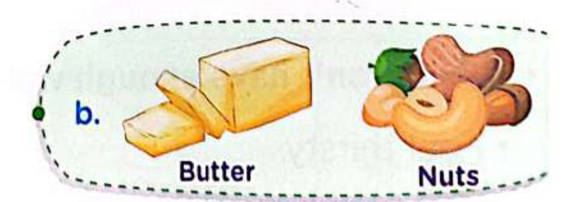
3 Match each nutrient with the food rich in it :

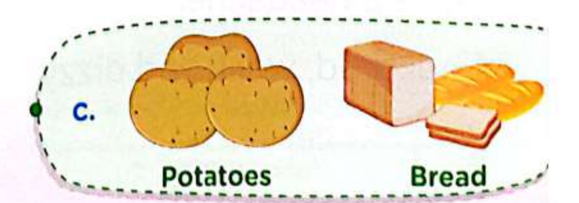
Nutrients	Food
1. Carbohydrates	a. Eggs, Fish
2. Proteins	b. Butter, Nuts
3. Fats	c. Potatoes, Bread











Quiz
On Theme One

1 Who am I ...?

1. I live in water and I can move with my fins. (............................)
2. I protect your body from harmful germs. (............................)
3. I can produce an acid to digest food inside your body. (............................)
4. I locate between the two lungs inside your chest. (............................)

2 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. We use setting goals strategy in	a. communication skill.
2. Examples of healthy food are	b. soda and chocolate.
3. We use "listening to others" strategy in	c. self-management skill.
4. Examples of unhealthy food are	d. fish, chicken and vegetables.

1. .... 2. .... 3. .... 4. ....

3 Write the suitable life skill under each picture using the following words :

(Empathy - Critical thinking)





1. .... 2. ....

4 Complete the following sentences using the words below :

(collaboration - nutrients - water)

1. .... keeps the body temperature constant.
2. We use the strategies of "sharing my ideas" and "respecting other's ideas" in .... skill.
3. .... provide the human body with the needed energy.

---

5 Match each nutrient with its importance and the food rich in it :

Nutrient	① Proteins	② Carbohydrates	③ Minerals
Importance	ⓐ They make our bones and teeth strong.	ⓑ They build up our muscles and help us to grow.	ⓒ They provide the body with energy.

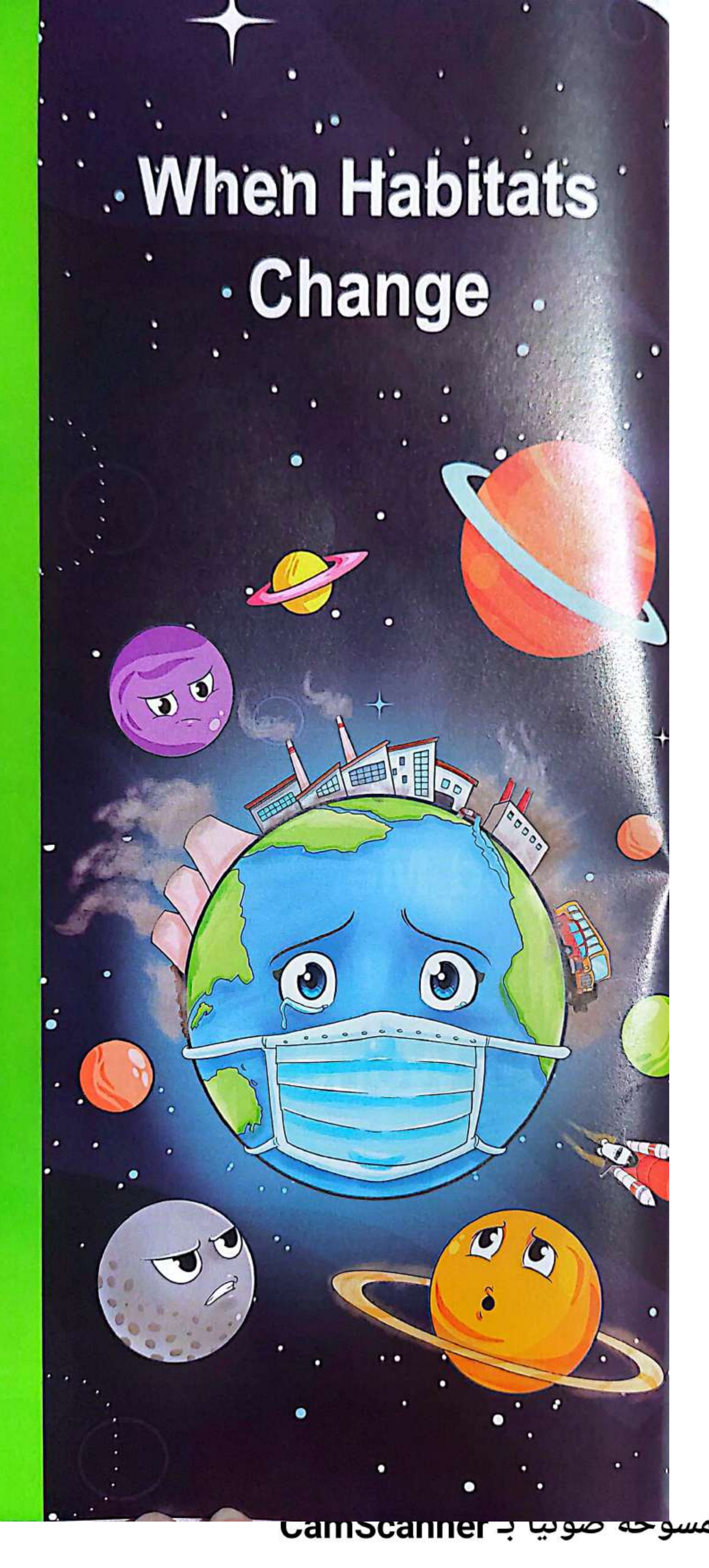
THEME 2

The World Around Me. Taking Care Of Our World



CHAPTER ONE

When Habitats Change



Learning outcomes

By the end of this chapter, your child will be able to :

- Describe how habitats meet the needs of living things.
- Define and use the term "organism".
- Use evidence to support answers to a question.
- Analyze interactions between living and non living parts in a habitat.
- Use evidence to explain why an animal could or could not survive in a habitat.
- Identify environmental changes in various habitats.
- Explain the impact of environmental changes on living things.
- Research how living things can benefit and hurt a habitat.
- Create an informational brochure to teach others about the impact of changes to an environment.

Key vocabulary

- Habitat
- Needs
- Cause
- Harm
- Environment
- Organism
- Interact
- Effect
- Overgraze
- Giraffe
- Survive
- Benefit
- Invasive



Lesson 1 Needs Of Living Organisms



Activity 1 Read and learn.

Habitats consist of

Living organisms

- Humans



- Plants

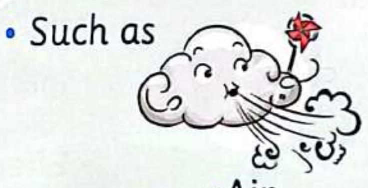


- Animals



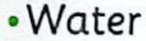
Non-living things

- Such as



- Air





- Water



- Rocks



- Sun

Notes for parents

- Let your child use the term "living organism" instead of "living thing".
- Let your child express that :
  - Habitats consist of living organisms and non-living things.
  - Discuss with your child other examples of living organisms and non-living things.
- **Integration of subjects :** Science (environmental science) – English (reading).
- **Life skills :** Observation – Collecting data – Classifying.

Activity 2 Write the names of the following items in the table below to classify them into living organisms and non-living things.



- Discuss with your child other examples of living organisms and non-living things.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Distinguishing – Classifying.

Activity 3 Read and learn.

In any habitat, there is an interaction between living organisms and each other.

Also, there is an interaction between living organisms and non-living things such as weather, Sun, soil, rocks, water ...... etc.

Note

Interaction : Means to act on one another.

Examples of interaction between living organisms and each other :



A hawk eats a snake.



A snake eats a frog.



A grasshopper eats grass.

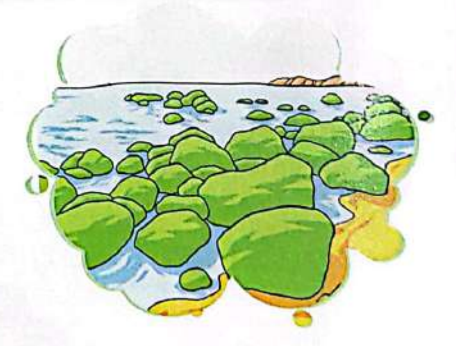
Examples of interaction between living organisms and non-living things :



Rabbits make burrows in the ground.



Plants need the sunlight and soil.



Green algae lives on the rocks on the water.

Notes for parents

- Help your child to give another examples of interaction between living organisms and each other and interaction between living organisms and non-living things.
- **Integration of subjects :** Science (environmental science) – English (reading).
- **Life skills :** Collecting data – Verbal communication.

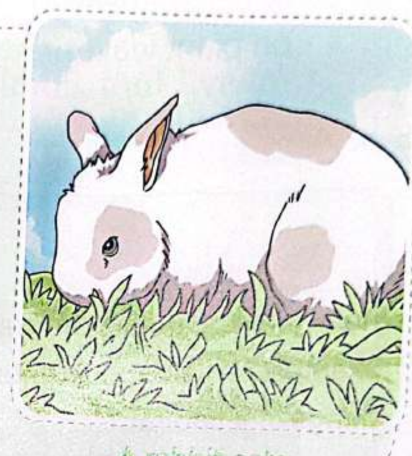
Activity (4) Read the following paragraphs, then answer the following questions.

Animals need food, water and shelter to live. When it is hard to find them, some animals move to other habitats to look for their needs. For example, zebras and elephants can walk many miles looking for water, some butterflies fly to south Africa in winter where the weather is warm and there is more food.

☆ Food :

Animals get food in different ways.
For example :

- Lions catch other animals for food.
- Rabbits eat plants.
- Raccoons and vultures eat dead animals.



A rabbit eats the grass

☆ Shelter :

Animals also have different ways of getting shelter, for example :

- Birds build nests in trees.
- Moles and rabbits make holes or burrows in the ground.
- Squirrels and owls can use holes in trees.
- Turtles and frogs can hide under rocks.



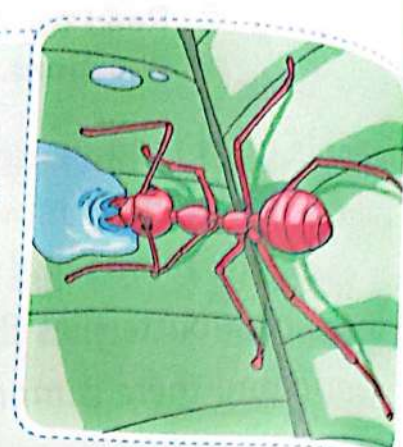
A bird is in a nest on a tree brunch

- Discuss with your child how living organisms get their basic needs in their habitats.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication.

☆ **Water :**

Animals have different ways of getting water, for example :

- Some animals drink water from ponds, streams and puddles.
- Some animals drink water that is collected on plant leaves.



A red ant drinks water on a green leaf

- **Read the previous paragraphs, then complete the table below (as the answered example) which represents how plants and animals interact with the non-living things in a habitat.**

Non-living things	Interaction
Rocks	turtles and frogs can hide under rocks
The ground	....
....	....

Notes for parents

• Let your child recognize how plants and animals interact with the non-living things in their habitat such as (some animals drink water from puddles, pounds and streams).

Lesson 2

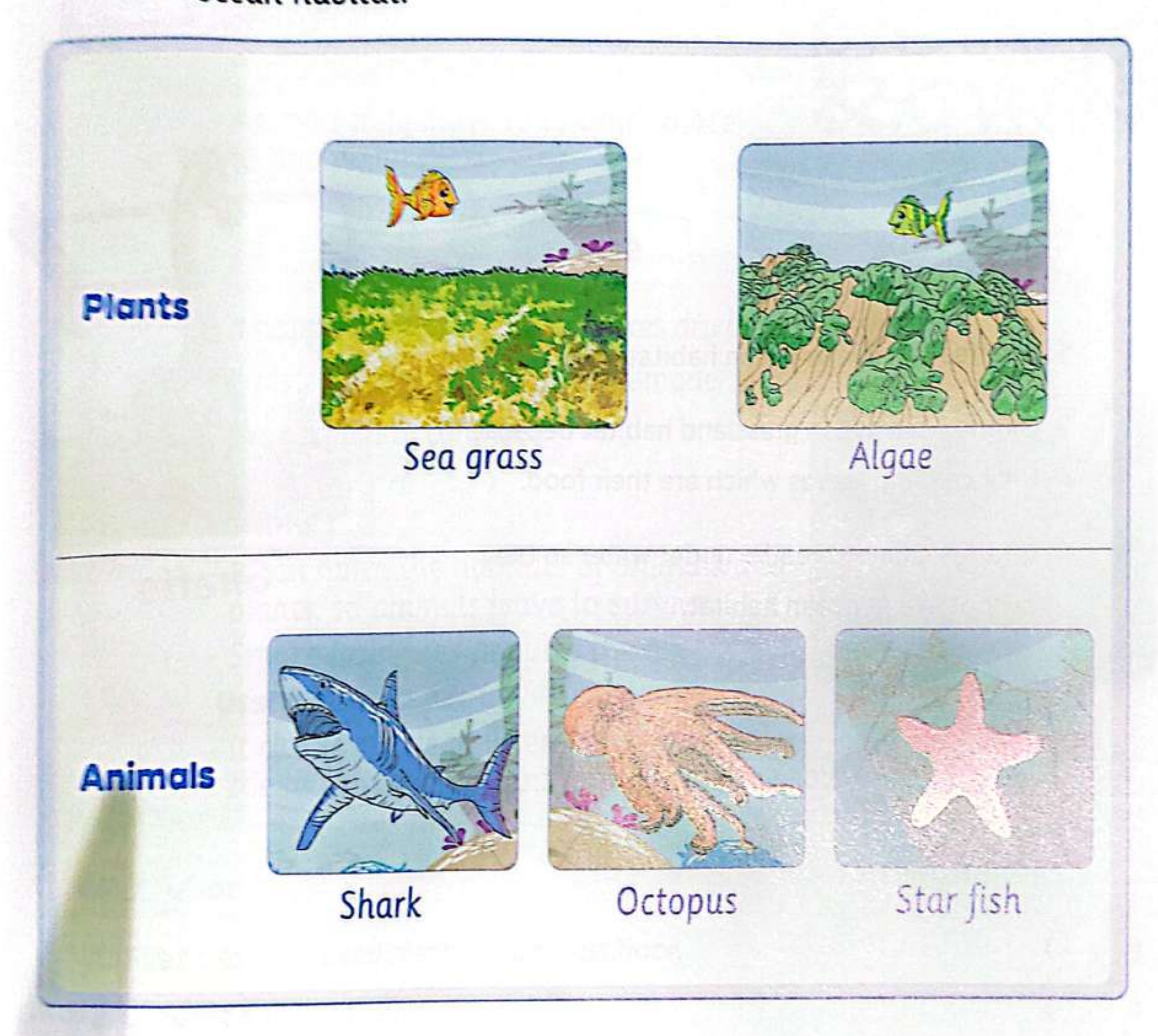
Is This The Best Habitat ?

Activity **Read and learn, then answer the questions.**

Ocean habitat

It is the largest habitat on Earth and represented in salty ocean or sea water.

Now, let's learn about some plants and animals that live in ocean habitat.



- Let your child recognize animals and plants found in the ocean habitat.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Collecting data – Explain thinking processes.

• Put ✓ or ✗ :



1. Sharks can live in ocean habitat. ( )
2. Sharks can live in rainforest habitat because they can breathe under water. ( )
3. Sharks can live in ocean habitat because they can find their food in it. ( )

Giraffe

1. Giraffes can live in ocean habitat. ( )
2. Giraffes can live in grassland habitat because they can find leaves which are their food. ( )
3. Giraffes cannot breathe under water so they cannot live in ocean habitat. ( )

Notes for parents

• Help your child to notice the pieces of evidence to explain why animals could or could not survive in a habitat.

Lesson 3

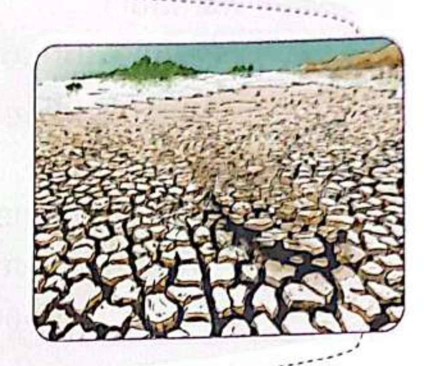
Changes In The Environment

Activity 1 **Read and learn, then answer the questions.**

People, animals, plants, weather and natural disasters like drought, fire, flood and pollution can all cause a change in the environment.

Drought

Cause It happens when there is no rain for a long time, so the land becomes hard and small lakes and rivers can dry up.



Effects **Harmful :**

- Plants may not survive.
- Animals may move to another place to find water.

Fire

Causes

- It happens when lightning strikes dry land and grasses.
- It also happens when a human-made fire gets out of control.



Effects **Harmful :**

- It can harm the habitats of animals and plants, so animals leave to survive.
- Smoke from fires pollutes the air.

Useful :

- It cleans out dead litter which allows the return of important nutrients to the soil.

• **Put ✓ or ✗ :**

1. Fires clean out dead plants on a forest floor. (   )
2. Drought pollutes the air. (   )
3. Drought happens when there is no rain for a long time. (   )

• Discuss with your child that natural disasters such as fire and drought can affect the ability of living organisms to meet their needs in an environment.
• **Integration of subjects :** Science (environmental science) – English (reading and writing).
• **Life skills :** Collecting data – Verbal communication.

Activity 2 Read and learn, then answer the questions.

Now, let's see the causes and the effects of flood and pollution in an environment.

Flood

Cause It happens when heavy rains cover the dry land with a lot of water.



Effects **Harmful :**

- It can wash away soil and plants.
- Animals move away.

Useful :

- It can bring new seeds and nutrients to the land.

Pollution

Causes It happens by :

- Volcanoes.
- Humans, throwing trash or chemicals into water.
- Using machines that pollute the air.
- Leaving garbage on the land.



Effects **Harmful :**

- It can destroy habitats and harm wildlife.



• Put ✓ or ✗ :

1. Pollution brings new seeds and nutrients to the land. ( )
2. Floods can wash away soil and plants. ( )

• Complete :

1. .... happens when dry land becomes covered with more water than the soil can hold.
2. .... happens by using machines that pollute the air.

Notes for parents

- Discuss with your child that natural disasters such as floods and pollution can affect the ability of living organisms to meet their needs in an environment.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication.

Activity 3 Match each cause to the suitable effect.

Causes	Effects
There is no rain for a long time.	New seeds and nutrients are brought to the land.
Lightning strikes dry land and grasses.	Animals may move to find water.
Heavy rains cover the dry land with a lot of water.	Smoke from fires pollutes the air.

Cause
It is something that creats a change.

Effect
It is the change we observe or a result of the cause.





- Help your child to know other examples, their causes and their effects.
- **Integration of subjects :** Science (environmental science) – English (reading).
- **Life skills :** Realize relationships – Identify results and expected results.

Lesson 4

Plants And Animals Can Cause Change

Activity **Read the following paragraphs.**

Living organisms create changes in the environment that can affect other living organisms.

Goats grazing on the land

- Goats grazing at areas full of grass.

Change

- When goats eat large quantities of grass it is called "Overgrazing".

Effect

- Overgrazing harms the environment, for example :
  - Goats eat plants and grass that provide food and shelter for other living organisms.
  - The ground becomes hard and sandy.

A water hyacinth

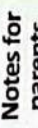


Change

- It is commonly found on River Nile in Egypt.
- It is an invasive plant that floats on the water.

Effect

- The spread of water hyacinth harms the environment, for example:
  - A water hyacinth uses a lot of water and also prevents sunlight and oxygen from reaching other plants that live under the water.



Notes for parents

- Discuss with your child that animals and plants sometimes harm the environment such as (goats and water hyacinth).
- **Integration of subjects :** Science (environmental science) – English (reading).
- **Life skills :** Collecting data – Identify results and expected results.

Lesson 5

Research

Activity Research for a living organism that can harm or benefit the environment.

Living organism

My living organism is

____

Picture of my living organism

How does it benefit the environment ?

____

____

____

____

How does it harm the environment ?

____

____

____

____

- Help your child to research on the internet for a living organism that can harm or benefit the environment.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Creativity – Identify results and expected results – Searching for information.

I Have Learned That

A habitat : It is the environment where plants and animals normally live and grow.

Interaction : means to act on one another.

Interaction occurs between :



Living organisms and each other.



Living organisms and non-living things.

Cause : *It is something that creates a change.*

It is hot.

Effect : *It is the change we observe.*



I am sweating.

Natural disasters : like drought, fire, flood and pollution can all cause a change in the environment.



Drought : It happens when there is no rain for a long time, so the land becomes hard.

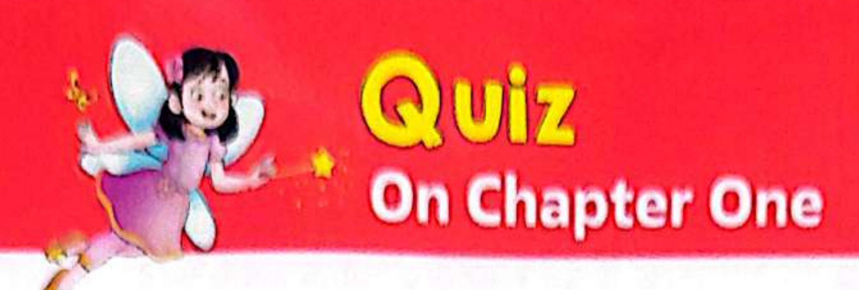
Fire : It happens when lightning strikes the land or by human-made fire that gets out of control.



Flood : It happens when heavy rains cover the dry land with a lot of water.



Pollution : It happens by volcanoes or humans throwing trash and chemicals into water.



Quiz
On Chapter One

1 Choose the correct answer :

1. The .... does not live in the forest.
   a. lion　　b. shark　　c. giraffe

2. The ground becomes .... as a result of overgrazing.
   a. sandy　　b. muddy　　c. green

3. A grasshopper feeds on ....
   a. snake.　　b. frog.　　c. grass.

4. The smoke produced from .... , pollutes the air.
   a. the Sun　　b. fire　　c. flood

---

2 Put ✓ or ✗ :

1. Flood happens when heavy rains cover the dry land with a lot of water. (　　)
2. Humans, plants and animals are non-living things. (　　)
3. Water hyacinth harms the environment of River Nile in Egypt. (　　)
4. During drought animals may move to another place to find water. (　　)

---

3 Match each picture with its description :

1. 

a. I build my nest on a tree branch.

2. 

b. I live in ocean habitat.

CHAPTER TWO

Water, Water Everywhere



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify stages of the water cycle.
- Model the water cycle.
- Describe the difference between weather and climate.
- Construct a definition for climate.
- Identify water's impact on climate.
- Compare climates in Egypt using weather data.
- Make claims about a city's location in relation to bodies of water.

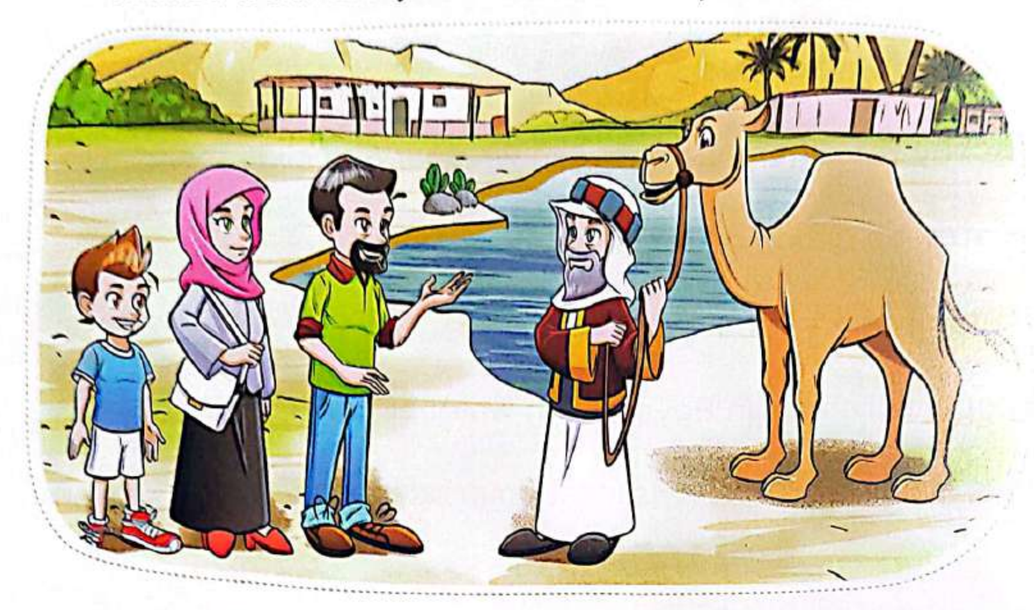
Key vocabulary

- Climate
- Weather
- Water cycle
- Evaporation
- Condensation
- Precipitation
- Groundwater
- Runoff
- Oasis
- Spring
- Map
- Equator
- Water body
- Distance



Visit To Siwa Oasis

Activity **Read the following conversation between Shady's family and Hamed from Siwa, then answer the questions.**



Shady : Siwa Oasis looks so beautiful, I wonder how this place has been formed in desert.

Hamed : When rain fall on the ground, it soaks deep into the Earth. This water comes up to a surface that doesn't receive enough rain forming a spring.

Shady : How many springs are found in Siwa ?

Hamed : Siwa Oasis has nearly 200 springs.

Shady's father : Could you tell us about the nature of Siwa Oasis ?

Hamed : Siwa has highlands, wetlands and sand dunes.

Shady's father : What about plants in Siwa ?

Hamed : The date palm trees, olives, acacia,mint and basil grow in Siwa.


Palm trees


Acacia tree


Dates


Basil

Notes for parents

- Help your child to read the conversation, then answer the questions.
- **Integration of subjects :** English (reading and writing) – Social studies (Siwa Oasis).
- **Life skills :** Collecting data – Asking questions.

Shady's father : I see some Siwans use palm leaves to make baskets, what are the importance of other plants ?

Hamed : We eat and sell dates and olives. Mint, basil and dates are used for medicines. Acacia trees help in blocking sand storms.

Shady's father : I see that Siwa Oasis is rich in many kind of animals.

Hamed : That's right. Siwa has many kinds of animals such as the red-fronted gazelle, white deer, hares (wild rabbit) and wolves.


Hares


Red-Fronted gazelle

Shady's mother : We can see reptiles too.

Hamed : Siwa has more than 30 different kinds of bugs and reptiles such as lizard.


White deer


Lizard

• **Put ✓ or ✗ :**

1. Siwa gets a lot of rain. ( )
2. Siwa Oasis has many springs. ( )
3. Siwans use mint leaves to make baskets. ( )
4. Acacia trees help in blocking sand storms. ( )
5. Siwa Oasis doesn't have any kind of animals. ( )
6. When you visit Siwa, you can see many kind of reptiles. ( )

• **Mention some plants that grow in Siwa.**

....

• **Mention some animals that live in Siwa.**

....

• Help your child to mention more information about Siwa Oasis.

Lesson 2

The Water Cycle In Nature

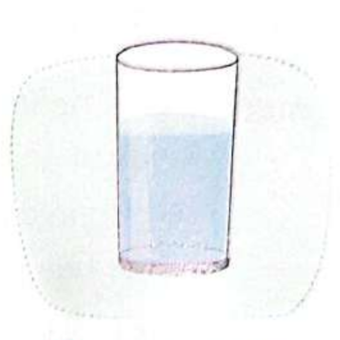
Activity 1 Trace the words below, then match each matter to the word which describes it.



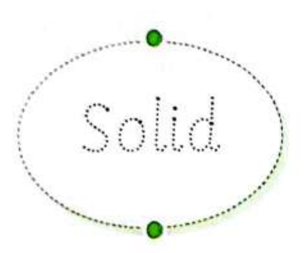
Snowman

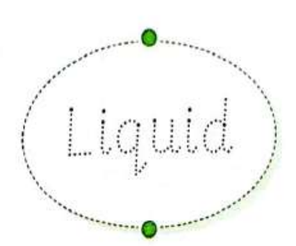


Water vapor

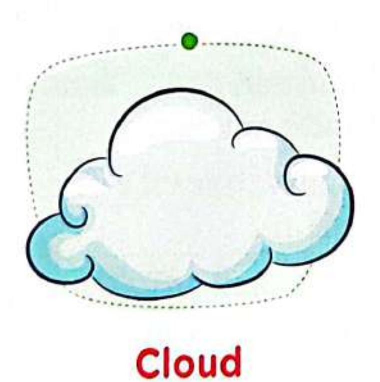


Cup of water

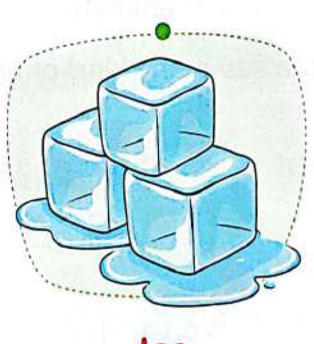




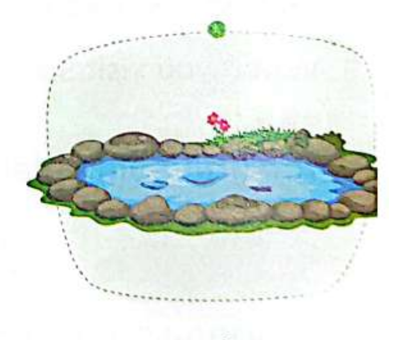




Cloud



Ice

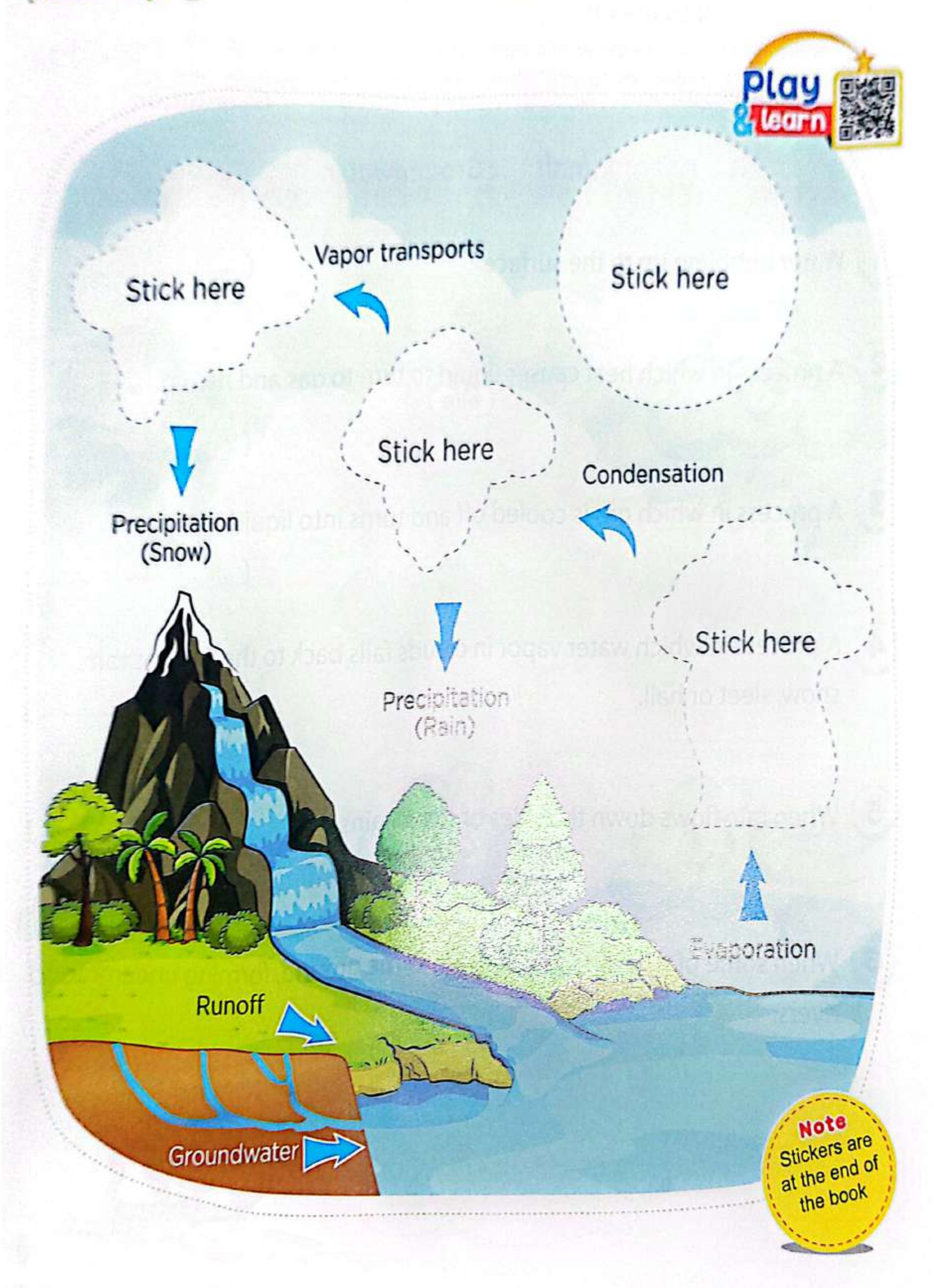


Lake

Notes for parents

- Review with your child the forms of matter and other examples for each form.
- **Integration of subjects :** English (writing and reading) – Science (forms of matter).
- **Life skills :** Define relationships between different objects – Verbal communication.

Activity 2 Stick each picture in the suitable place at the water cycle.



- **Help your child to identify the water cycle as how water changes as it moves around the Earth.**
- **Integration of subjects :** Science (water cycle) – English (reading) .
- **Life skills :** Identify results and expected results – Define relationships between different objects.

Activity 3 Write each word from the words bank at the sentence that describes it.

Condensation | Spring | Evaporation | Precipitation | Runoff | Groundwater

1. Water bubbling up to the surface. (.............................)

2. A process in which heat causes liquid to turn to gas and rise up.
(.............................)

3. A process in which gas is cooled off and turns into liquid.
(.............................)

4. A process in which water vapor in clouds falls back to the Earth as rain, snow, sleet or hail. (.............................)

5. When rain flows down the sides of mountains. (.............................)

6. When some of the rain soaks deep into the ground, forming underground rivers. (.............................)

Notes for parents

- When your child finish answering the questions above, let him/her recognize that the right answers are :
  1. Spring – 2. Evaporation – 3. Condensation – 4. Precipitation – 5. Runoff – 6. Groundwater.
- **Integration of subjects :** Science (scientific terms) – English (reading and writing).
- **Life skills :** Identify subject-related information – Verbal communication.

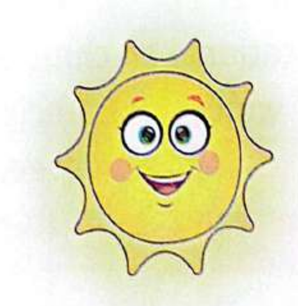


Discribing Climates In Egypt

Activity 1 Write the suitable word from the words bank below each picture to describe the conditions of the weather.

Rainy | Snowy | Humid | Cloudy | Windy | Sunny

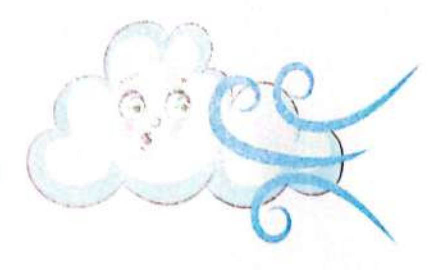


















- Help your child to repeat the words with you and describe weather and climate using those words.
- **Integration of subjects :** Social studies (weather and climate) – English (writing).
- **Life skills :** Verbal communication – Collecting data.

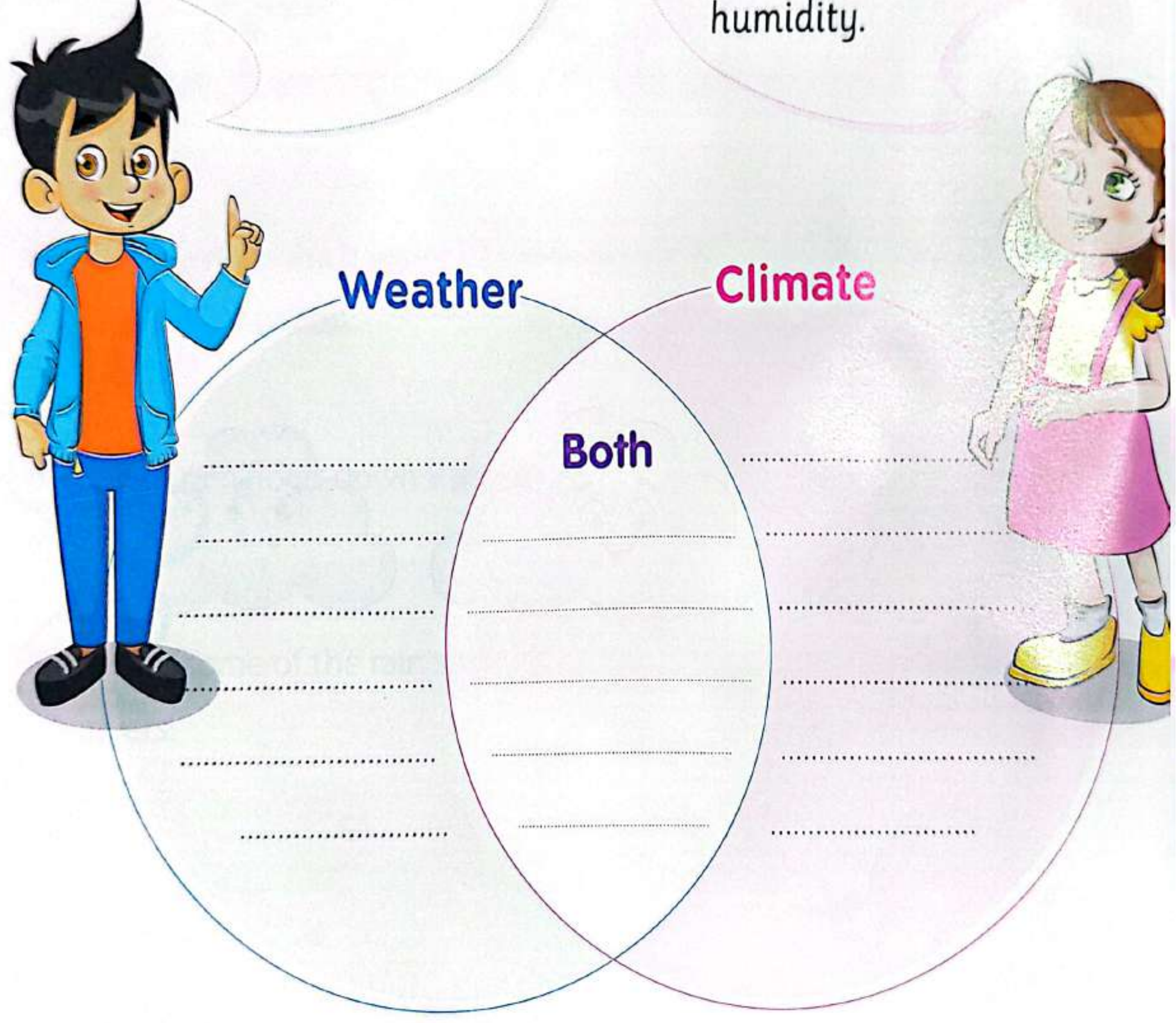
Activity 2 Read the following paragraphs between the boy and the girl then complete the Venn diagram using information in the paragraphs.

Weather means the conditions around us over a short period of time.

The conditions affect weather are temperature, precipitation and its kind, speed of wind and humidity.

Climate means the conditions around us over a long period of time.

The conditions affect climate are temperature, precipitation and its kind, speed of wind and humidity.



Notes for parents

- Discuss with your child the difference between climate and weather.
- Let your child recognize that the climate and weather are affected by the same conditions.
- **Integration of subjects :** Social studies (climate and weather) – English (reading and writing).
- **Life skills :** Identify topic-related information – Identify results and expected results.

Activity 3 Use the information about the climates of Alexandria and Luxor to compare between the climates of the two cities by completing sentences below.

ALEXANDRIA - Average temperatures												
Month	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Min. (°C)	8	9	11	13	17	19	23	23	21	17	14	11
Max. (°C)	18	19	22	24	27	29	30	31	30	28	23	20

ALEXANDRIA - Average precipitation													
Month	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Year
Prec. (mm)	55	30	15	4	1	0	0	0	1	9	30	55	200

LUXOR - Average temperatures												
Month	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Min. (°C)	7	8	13	17	21	23	25	24	22	17	14	9
Max. (°C)	24	26	29	34	39	42	42	40	38	33	28	25

LUXOR - Average precipitation													
Month	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Year
Prec. (mm)	0	0	0	0	0	0	0	0	0	1	0	0	1

• Complete :

1. The temperature in Alexandria in summer is always above .... but in Luxor it is above ....
2. The climate in Luxor in summer is .... than the climate of Alexandria at summer.
3. In winter, the climate in Luxor is warm but the climate in Alexandria is ....
4. The precipitation in Alexandria is .... but Luxor is dry.

- Help your child to use sentences to describe the climate of his/her city.
- **Integration of subjects :** Social studies (climate) – English (reading and writing).
- **Life skills :** Verbal communication – Self-expression.

Activity 4 Look at the following maps of Egypt, read the following paragraph, then answer the questions below.



The climate of any place is affected by the location of that place relative t the water bodies. The water bodies can make the climate feel more mild or cooler than the land farther away from the water bodies.

The places that are near to water bodies are more humid and receives more rain than the places far away from water bodies.

The farther away the place from the equator is, the cooler the climate becomes.

• Complete the following sentences using the map above :

1. In Egypt, the climate of Alexandria is cooler than the climate of ....
2. Cairo receives rain more than ....
3. Alexandria receives rain because ....
4. Luxor is nearer to the equator than ....
5. Luxor is less humid than ....
6. Alexandria is nearer to the water bodies than ....

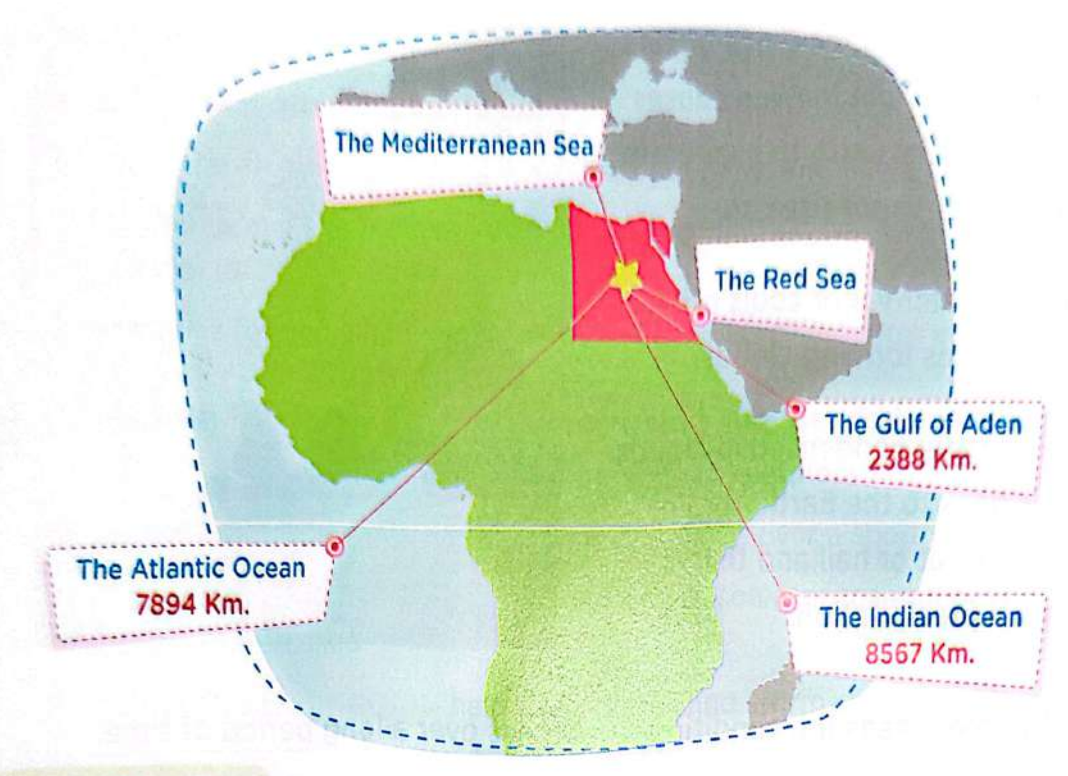
Notes for parents

- Discuss with your child that the climate of any place is affected by water bodies and its location relative to the equator.
- **Integration of subjects :** Social studies (climate) – English (reading and writing).
- **Life skills :** Identify results and expected results – Observation.



Africa

Activity Look at the following map of Africa, then answer the questions.



• Put ✓ or ✗ :

1. The Atlantic Ocean is nearer to Egypt than the Red Sea. ( )
2. The Gulf of Aden is nearer to Egypt than the Atlantic Ocean. ( )
3. The Red Sea is farther from Egypt than the Indian Ocean. ( )
4. The Indian Ocean is the nearest water body to Egypt. ( )

• Complete :

1. The nearest water body to Egypt is ....
2. The nearest ocean to Egypt is ....
3. The Atlantic Ocean is nearer to Egypt than .... Ocean.

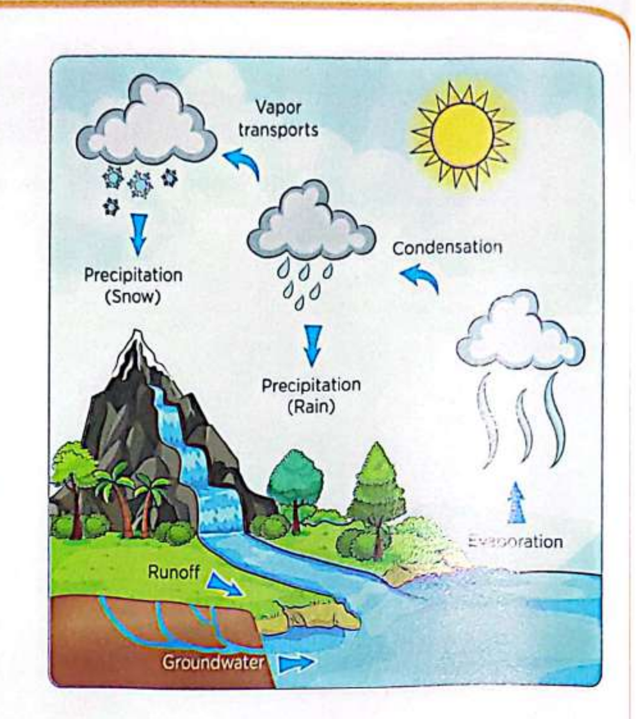
• Arrange the water bodies from the nearest to the farthest to Egypt :

1. .... 2. .... 3. ....

• Discuss with your child that Egypt is surrounded by water bodies that play important role in its climate.
• **Integration of subjects :** Social studies (maps) – English (reading and writing).
• **Life skills :** Collecting data – Observation.

I Have Learned That

- Water cycle on the Earth occurs when heat from the Sun causes water on the Earth to evaporate and water vapor rises up.
- When water vapor cools off, it condenses forming clouds.
- Then water condensed in clouds falls back to the Earth as rain, snow, sleet or hail and that is called precipitation.



- **Climate** means the conditions around us over a long period of time.
- **Weather** means the conditions around us over a short period of time.

Climate of regions of the same country could be different as the climate of Alexandria is different from the climate of Luxor.

Egypt is surrounded by water bodies that play an important role in its climate conditions.



Quiz
On Chapter Two

1 Put ✓ or ✗ :

1. Apple trees grow in Siwa Oasis. ( )
2. From the animals that live in Siwa Oasis are hares and white gazelle. ( )
3. Evaporation is the process in which gas is cooled off and turns into liquid. ( )
4. Runoff is formed when rain flows down the sides of mountains. ( )

2 Complete the following sentences using the words below :

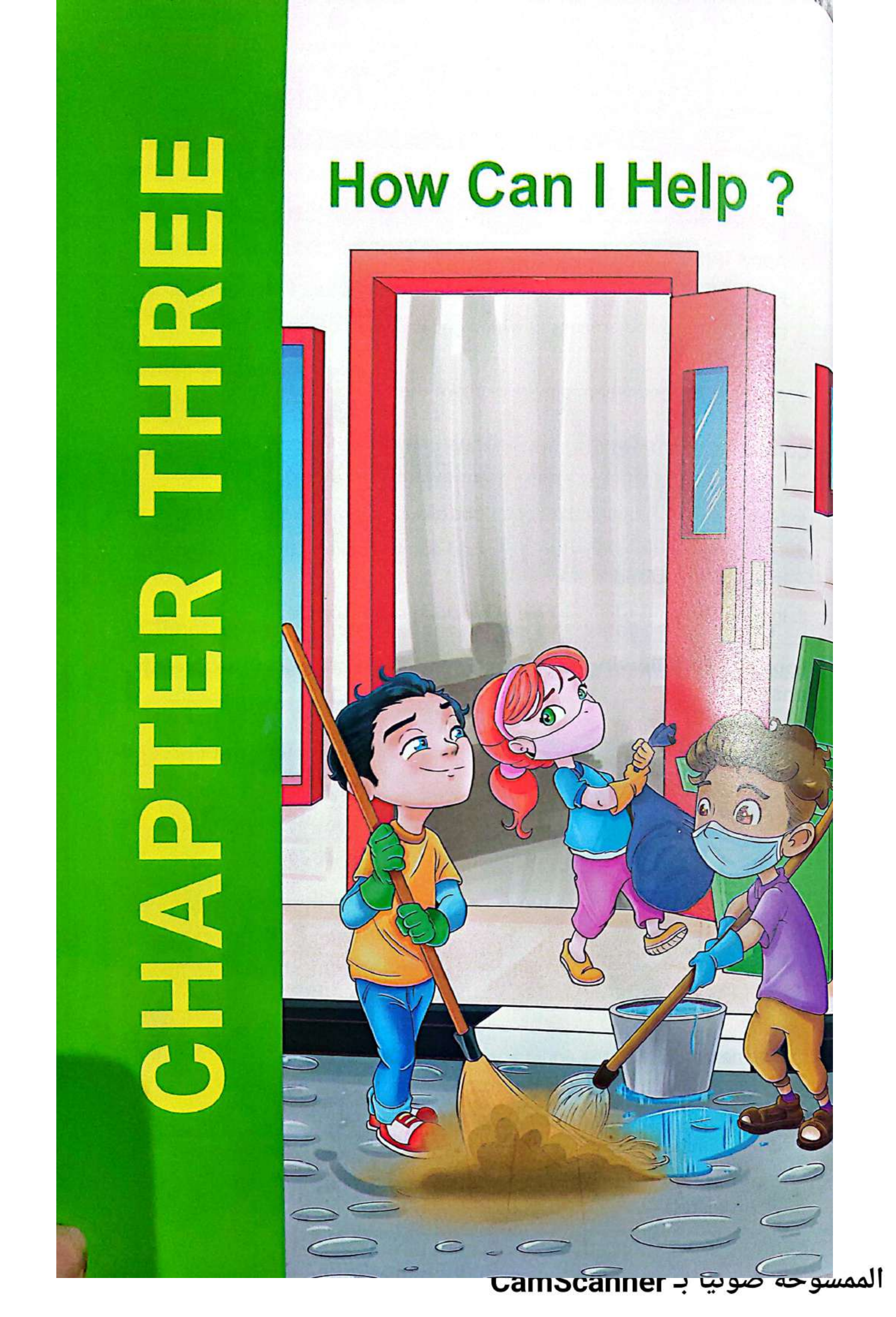
(acacia trees - groundwater - weather)

1. The .... means the conditions around us over a short period of time.
2. The underground rivers that is formed due to soaks of the rain deep into the ground is called ....
3. In Siwa Oasis, ... help in blocking sand storms.

3 Look at the following maps of Egypt, then choose the correct answer :



1. The nearest city to the equator is ....
   a. Alexandria. b. Luxor. c. Cairo.
2. .... is the nearest city to a water body.
   a. Alexandria b. Luxor c. Cairo
3. .... is the city that receives the largest amount of rain.
   a. Alexandria b. Luxor c. Cairo


CHAPTER THREE
How Can I Help ?

Learning outcomes

By the end of this chapter, your child will be able to :

- Describe (immediate) impact of flooding on a local community.
- Discuss flood prevention method.
- Identify ways to positively impact the local community through volunteering.
- Analyze traits of popular leaders and describe characteristics of good leaders.
- Describe how technology has contributed to environmental protection.

Key vocabulary

- Flood
- Leader
- Community
- Disadvantage
- Irrigate
- Traits
- Society
- Impact
- Volunteer
- Advantage



Alexandria Heavy Rains

Activity **Read and learn.**

Alexandria experienced unusual heavy rainfall in October of 2015. Roads were covered by water. It was difficult and dangerous to leave buildings, while the streets were under water. Citizens helped one another get safely home.





Police helped guard the town. They directed people around dangerous areas. Emergency responders worked to help people who were sick or injured. The local government looks for ways to minimize the effects of heavy rains in the future.

Notes for parents

- Help your child to read and learn about the heavy rains and their impacts on environment and people.
- Help your child to notice the role of the government in the critical times.
- **Integration of subjects :** Science (impacts of floods on people and environment) – English (reading).
- **Life skills :** Collecting data – Verbal communication.



Being A Good Citizen

Activity (1) **Read the following dialogue, then answer the questions.**

Maha was watching TV with her mother and listening to positive impact on local community through volunteering. She didn't know the meaning of that so, she asked her mother.

Maha : Mom, what is the meaning of "Volunteering" ?

Mother : Volunteering is how people like you and me can help our community and others without being paid.

Maha : Is it a job ?

Mother : No, this is different than a job, when you have a job you are paid for your work.

Maha : Please, would you give me an example ?

Mother : Like cleaning trash in the neighborhood, planting trees in streets or in community gardens, collecting donations for those in need ...etc.

Maha : Can I be a volunteer ?

Mother : Yes of course, you can help to solve a problem or meet a need of people by joining to a volunteer group or by organizing an event.



- Help your child to read the previous dialogue for comprehension.
- **Integration of subjects :** Social studies (know the meaning of volunteering) – English (reading) – Economics and applied sciences (family relations).
- **Life skills :** Self-management – Problem-solving.

• Put ✓ or ✗ on the following sentences :

1. Volunteer is paid for work. ( )
2. Collecting donations for those in need is considered a job. ( )
3. You can be a volunteer by joining to a volunteer group. ( )
4. Volunteering is like planting trees and cleaning trash. ( )

• If you want to be a volunteer. What will you do ?

....

....



Notes for parents

• Discuss with your child the meaning of volunteering and examples of it.

Activity (2) Look at the following pictures, and then write under each of them if it is a **volunteering** or a **job.**



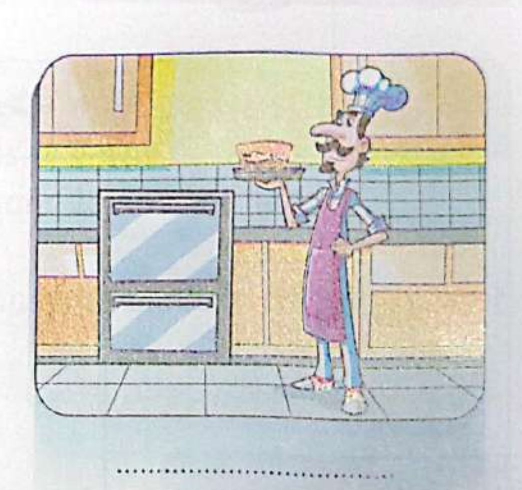
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....



....



....



....



....

- Discuss with your child how he/she can be a good citizen.
- Discuss with your child the difference between volunteering and job.
- **Integration of subjects :** Social studies (differentiation between volunteering and job) – English (writing).
- **Life skills :** Respect for diversity – Sharing – Collaboration – Empathy.

Activity 3 **Volunteers collect trash from neighbours and they want to classify these trash to recycle it.**

Put stickers in the suitable place to classify trash.



Metal Trash	Paper Trash	Plastic Trash

Note
Stickers are at the end of the book

Notes for parents

- Discuss with your child how to classify trash to recycle it.
- **Integration of subjects :** Social studies (opportunities for participation in local or regional issues) – Vocational fields (protect and conserve the environment).
- **Life skills :** Collaboration – Setting clear goals – Observation.

Lesson 3

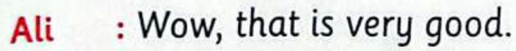
Flood Prevention

Activity (1) **Read the following dialogue, then answer the questions below.**



Ali : Today our teacher explained impacts of floods on people and environment and gave us a homework "How do we prevent floods ?" Please help me dad.

Father : You know, to prevent floods we should build dams, which stop water from entering a river or canals and prevent severe floods.



Ali : Wow, that is very good.

Father : Also we can make canals to move the water away from city area.

Ali : So, canals lead to temporary ponds.

Father : That's right. Also, people can use sand to prevent floods.

Ali : Sand, How ?!

Father : By putting sandbags in front of houses to make flood water divert around the sandbags.

• Choose :

To prevent floods, we can ....

a. build dams. b. make canals.

c. use sandbags. d. (a),(b) and (c).

• Answer the following questions :

1. How do canals prevent floods ?

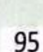
....

2. How can we use sand to prevent floods ?

....

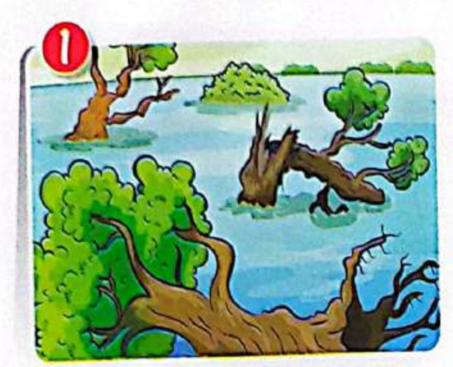
....

- Discuss with your child ways to prevent floods.
- **Integration of subjects :** Social studies (flood prevention) – English (writing and reading).
- **Life skills :** Verbal communication – Asking questions.



Activity (2) • Look at the following pictures which describe the impacts of flood on people and the environment.

• Choose the right answer to show the impacts of flood on people or the environment at each picture as in the example given.



• Flood impacts on environment (environment - people)

• The flood damages trees (trees - cars)



• Flood impacts on .... (environment - people)

• The flood damages .... (houses - trees)



• Flood impacts on .... (environment - people)

• The flood damages .... (houses - beach)



• Flood impacts on .... (environment - people)

• The flood damages .... (beach - cars)

Notes for parents

• Discuss with your child other examples of impacts of flood on people and the environment.
• **Integration of subjects :** Science (impacts of flood to people and environment) – English (writing and reading).
• **Life skills :** Asking questions – Setting clear goals – Observation.



What Makes A Good Leader ?

Activity Write the following traits in the suitable place in the table below as the examples given.

Calm - Lazy - Bad listener - Helps others
Angry - Loyal - Responsible - Selfish -
Good communicator - Cowardly

Traits of a good leader	Traits of a bad leader
Calm	Lazy
....	....
....	....
....	....
....	....
....	....

Those are some traits of a good leader.

- Discuss with your child other traits of a good leader.
- **Integration of subjects :** Social studies (traits of a good leader) – English (writing and reading).
- **Life skills :** Verbal communication – Asking questions – Collaboration.

Lesson **5**

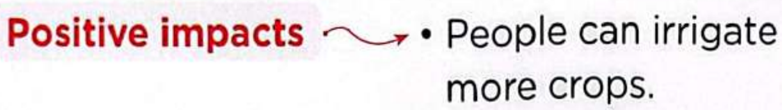
A Problem At The Oasis

Activity **Write the positive and negative impacts of the solution of the problem as in the example given.**

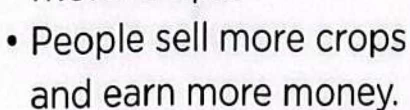
1 **Problem :** The oasis needs clean water from underground surface.



Solution → People at the oasis can use a water pump to get underground water.

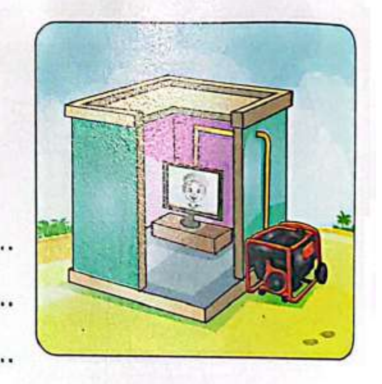


Positive impacts →
- People can irrigate more crops.
- People sell more crops and earn more money.



Negative impacts → Water of spring may decrease.

2 **Problem :** The oasis does not have an electric source.



Solution → People can use gasoline generator to get energy.

Positive impacts → ....
....
....

Negative impacts → ....
....

Notes for parents
- Help your child to notice that each solution has its own positive and negative impacts.
- **Integration of subjects :** Social studies (how to make a decision that can affect others and the environment) – English (reading and writing).
- **Life skills :** Decision-making – Problem-solving – Self-management.



Advantages And Disadvantages

Activity Complete the following sentences and match each of them to the suitable picture as shown in the answered example.

Camera

Mobile

Television

Goods

Advantage : Communication.
Disadvantage : ....

Advantage : ....
Disadvantage : Capturing personal photos.

Advantage : Transport of goods.
Disadvantage : ....

Advantage : Knowing the new news.
Disadvantage : It may waste time.

- Discuss with your child other examples of advantages and disadvantages of different technologies.
- **Integration of subjects :** Social studies (knowing advantages and disadvantages of different technologies) – English (reading and writing).
- **Life skills :** Observation – Setting clear goals – Sharing.

I Have Learned That

There are many impacts of floods on people and environment such as :



Flood impacts on the environment and damages beach.



Flood impacts on people and damages cars.

- **Floods** are prevented by dams, canals and sandbags.

Volunteering : is how people like you and me can help our community and others without being paid.



Technology has advantages and disadvantages such as :



Advantage : Transport of goods.

Disadvantage : Pollution and noise.



Advantage : Communication.

Disadvantage : Time wasting.

Mobile

Quiz
On Chapter Three

1 **Complete the following sentences using the words below :**

(floods – community – dams)

1. Volunteering is how people can help .... without being paid.
2. Sandbags can be used to prevent ....
3. Building .... and making canals are ways to decrease the effects of floods.

---

2 **Put ✓ or ✗ :**

1. A good leader should be responsible and lazy. ( )
2. Floods impact on environment and people. ( )
3. Dams stop rising water from entering a river or canal. ( )
4. Mobile phones are used in communication, but they may cause time wasting. ( )

---

3 **Put ✓ or ✗ in front of the activities of volunteers :**

1. ☐ Cleaning trash.
2. ☐ Selling toys.
3. ☐ Planting trees in streets.
4. ☐ Collecting donations.
5. ☐ Throwing garbage in streets.
6. ☐ Classifying garbage.

Quiz
On Theme Two

1 Complete the following sentences using the words below :

(water – volunteer – climate)

1. The .... means the conditions around us over a long period of time.
2. The flood is too much .... at once due to heavy amounts of precipitation in a short period of time.
3. The person who helps others without being paid is called ....

2 Put ✓ or ✗ :

1. Volunteers can collect garbage and planting trees in streets. (   )
2. Flood affects the environment, but does not affect people. (   )
3. Green algae lives on the rocks found in water. (   )
4. Drought can wash away soil and plants. (   )

3 Choose the correct answer :

1. The .... of floods can move quickly that can harm people and animals.
   a. water   b. ice   c. water vapor
2. Being .... is one of traits of a good leader.
   a. Lazy   b. Calm   c. Angry
3. The water that is bubbling up to the surface of the Earth is called ....
   a. runoff.   b. groundwater.   c. spring.
4. Squirrels and .... can use holes in trees as a shelter.
   a. turtles   b. owls   c. frogs

4 Write the suitable word from the words bank below to describe the figure of weather conditions :

(Snowy – Cloudy – Rainy)

1. ....   2. ....   3. ....

Glossary



THEME 1

Who Am I ?

Chapter 1

Achieve	يحقق
Attractive	جذاب
Apologize	يعتذر
Behavior	سلوك
Benefit	فائدة
Collaboration	التعاون
Communication	التواصل
Critical thinking	التفكير النقدي
Creative	إبداعي
Clearly	بوضوح
Decision-making	إتخاذ القرار
Especially	خصوصًا
Explain	يشرح
Empathy	تعاطف
Edges	حواف
Feelings	مشاعر
Fabric	قماش
Feathers	ريش
Fins	زعانف
Forgive	يسامح
Facts	حقائق
Goals	أهداف
Hope	يأمل
Hurtful	مؤذى
Ideas	أفكار
Kind	حنون
Life skills	المهارات الحياتية
Mind	رأى
Natural	طبيعي
Organize	ينظم
Opinion	رأى
Owl	بومة
Practice	ممارسة
Problem-solving	حل المشكلات
Provide	يقدم
Preys	فرائس
Peacock	الطاووس
Pledge	التعهد
Promise	وعد
Respect	يحترم
Self-management	الإدارة الذاتية
Sign	وقع
Scales	قشور
Set	يضع
Strong beak	منقار قوى
Sharp claws	مخالب حادة
Strategies	الاستراتيجيات
Support	الدعم
Secret	سر
Thermometer	ترمومتر
Temperature	درجة حرارة
Trust	يثق
Twice	مرتين

Chapter 2

Affect	
Anger	
Attitude	
Absorb	
Acid	
Bones	
Blood	
Beat	
Breakdown	ت
Choices	ارات
Calm	
Caption	لصورة
Certain	
Chew	
Chest	
Concentrate	
Contract	/ ينقبض
Digestion	

Energy	طاقة
Efficient	كفء
Expand	يتمدد / يتبسط
Fight	يحارب
Function	وظيفة
Fluids	سوائل
Fuel	وقود
Fist	قبضة
Germs	جراثيم
Habit	عادة
Human	إنسان
Heart	قلب
Harmful	ضار
Illnesses	أمراض
Improve	يحسن
Intestines	الأمعاء
Lungs	رئتين
Memory	ذاكرة
Muscles	عضلات
Muscular	عضلى
Nutrients	العناصر الغذائية
Negatively	سلبًا
Organs	أعضاء
Original	أصلى
Physical	بدنى
Protective	واق
Pump	يضخ
Publishing	نشر
Quiet	هادئ
Regularly	بإنتظام
Stress	ضغط
Stomach	معدة
Skin	جلد
Specific	محدد
Sunscreen	كريم واقى من الشمس
Swallow	ابتلاع
Squeeze	يعصر
Stay positive	ابقى إيجابيًا
Subheading	عنوان فرعى
Simpler	أبسط
Vessels	أوعية
Whole	كامل
Worry	قلق

Chapter 3

Carbohydrates	كربوهيدرات
Cereal	حبوب
Damage	يدمر
Dehydrated	الجفاف
Dizzy	الدوار
Dairy	منتجات الألبان
Diet	نظام غذائى
Events	أحداث
Fats	الدهون
Grains	حبوب
Harm	يؤذى
Hydrated	رطب
Headache	صداع
Joints	المفاصل
Minerals	المعادن
Nutrients	العناصر الغذائية
Proteins	بروتينات
Regularly	بانتظام
Snacks	وجبات خفيفة
Sweating	التعرق
Toxins	السموم
Thirsty	العطش
Weak	ضعيف

THEME 2 The World Around Me

Chapter 1

English	Arabic
Ashes	رماد
Basic needs	الاحتياجات الأساسية
Block	يمنع
Bugs	البق
Burrows	الجحور
Capture	إلتقاط
Catch	قبض على
Cause	سبب
Change	تغيير
Chemicals	المواد الكيميائية
Company	شركة
Control	السيطرة
Cover	يغطى
Decrease	يقل
Destroy	يهدم
Dig	يحفر
Dirt	التراب
Drought	الجفاف
Dry	جاف
Effect	تأثير
Environment	البيئة
Existence	وجود
Fire	حريق
Flat	مسطح
Float	يطفو
Flood	فيضان
Forest	غابة
Garbage	نفايات
Grazing	تُرعى
Grassland	المراعى الطبيعية
Habitat	البيئة
Heavy	ثقيل
Hunt	يصطاد
Increase	يزيد
Interaction	التفاعل

English	Arabic
Invasive	اجتياحي
Leaf	ورقة الشجر
Leave	يترك
Living organism	الكائن الحى
Natural disasters	الكوارث الطبيعية
Neck	رقبة
Needs	الاحتياجات
Observations	الملاحظات
Ocean	محيط
Overgrazing	الرعى الجائر
Pollute	يلوث
Pollution	التلوث
Pond	بركة
Prevent	يمنع
Puddle	بركة صغيرة
Raccoons	حيوان الراكون
Rainforest	الغابات المطيرة
Shelter	مأوى
Smoke	دخان
Soil	التربة
Storms	العواصف
Streams	الجداول
Strike	يضرب
Survive	يبقى حيًا
Swamps	المستنقعات
Thick	سميك
Throwing	إلقاء
Trash	القمامة
Tropical	إستوائى
Volcanoes	براكين
Vultures	النسور
Wash away	تجرف
Water hyacinth	وردة النيل
Weather	الطقس
Wildlife	الحياة البرية
Worms	الديدان

Chapter 2

Climate	المناخ
Clouds	سحاب
Cool	يبرد
Condensation	تكثيف
Evaporation	تبخير
Frozen	متجمد
Hares	أرنب برى
Highlands	تلال
Humidity	الرطوبة
Leak	تسريب
Mediterranean sea	البحر الأبيض المتوسط
Poles	الأقطاب
Precipitation	هطول
Represent	يمثل
Sand dunes	كثبان رملية
Siwa Oasis	واحة سيوة
Spring	نبع
Suppose	يفترض
Water body	مسطح مائى
Water cycle	دورة المياه
Water vapor	بخار الماء

Chapter 3

Advantages	مميزات
Agricultural	زراعة
Barriers	حواجز
Brave	شجاع
Buildings	مبانى
Canals	قنوات
Citizens	مواطنين
Communicator	متصل
Community	مجتمع
Cooperative	تعاونى
Crops	محاصيل
Dams	سدود
Dangerous	خطير
Decisions	قرارات
Difficult	صعب
Disadvantages	عيوب
Donations	تبرعات
Emergency	طوارئ
Generous	كريم
Goods	بضائع
Government	حكومة
Guard	يحمى
Impact	تأثير
Injured	جريح
Irrigate	يروى
Lazy	كسول
Land	أرض
Lead	يقود
Leader	قائد
Listener	مستمع
Loyal	مخلص
Metal	معدن
Neighborhood	الحى
Organizing	تنظيم
Paid	مدفوع
Polite	مؤدب / مهذب
Responsible	مسؤول
River	نهر
Sandbags	شكائر رمل
Selfish	أنانى
Sever	صعوبة
Source	مصدر
Temporary	مؤقت
Traits	صفات
Volunteer	متطوع
Volunteering	التطوع